

# **ACADEMIC PROGRAM REVIEW SELF-STUDY CRITERIA**

## **Bachelor of Arts in Business Administration**

### **A. Executive Summary**

The Bachelor of Arts (BA) in Business Administration was the second baccalaureate program by Diné College (DC) in August 2014 and was then accredited by the Higher Learning Commission (HLC). The program has a focus on “Tribal Management and Economic Development” to help address the social and economic complications of the Navajo Nation and many tribal communities. A degree program that will focus on recognition of the current economic issues, research and analysis leading to study of creative alternative strategies to promote economic and business development, to alleviate the economic and social inequities in the students’ respective communities (BASET, 2017). As the program evolves and continues to fully develop, there is consensus the strength of the program is the balance between tribal economic awareness and mainstream business theory and practice.

Students have acknowledged the Business Administration degree program is beneficial because it is affordable and close to home. Alumni of the program have also stated the program has given them the tools needed to prepare them for their career fields. As of 2017 APR, the program currently has seven alumni and two current students working for Diné College. Four program alumni are employed with the Navajo Nation (N.N.), within the N.N. Office of the President, Law Enforcement, N.N. Office of Auditor General, and N.N. Office of the Controller. Thirteen alumni are also in graduate school, majoring in public administration, law, business analytics, and business administration.

The program has concluded 75% of the four main concerns specified from the first external site visit evaluator, Mr. Levi Esquerra, formerly of Northern Arizona University. The program directly (and indirectly) concluded the following issues: 1.) Faculty overload, 2.) Coordinator for recruitment and retention, and 3.) Faculty Salary rate. From the HLC’s “Report of a Change Visit,” the program has also concluded 70% of the areas of concern. 30% of the HLC concerns are ongoing, for example, assessment will be a continuous and ever complex evaluation process. Issues such as creating partnerships with Navajo Nation departments are essential to the program’s evaluation and longevity.

A prime example, during the first site visit from the HLC, one concern was the development and implementation of a “BA Culture.” Initially, this was an institutional wide issue as the DC Community struggled to adapt to setting higher expectations/standards for students, faculty, and staff. This was especially evident in the expansion and execution of new policies, support systems, federal compliance, and assessment requirements. From then onwards, DC has created and implemented nine more Bachelor of Arts degree programs, seven Bachelor of Science degree programs and has been approved by the HLC as a four-year institution. The business program managed to advance the “BA Culture” within DC and continues to be solidified as a program.

### **Previous initiatives for the business program(s) (2017-2024):**

1.) Create memorandum of agreement /partnerships with Navajo Nation Divisions, including the Division of Economic Development and Regional Business Development Office, 2.) the creation of a matrix/rubric/assessment of skills and knowledge of graduating students, and 3.) redesign the graduation/exit survey and questionnaire. New areas to address moving forward include: 1.) comprehensive A.A. and B.A. assessment/self-study (align the AA with BA program), 2.) develop a structured co-curricular program for

the program, 3.) create an interdisciplinary GMAT/GRE preparation course, 4.) complete the HLC Online Program application, 5.) create a Masters of Business Administration, 6.) create program resources such as publications, and 7.) faculty development, including Ph.D. completion and Quality Matters.

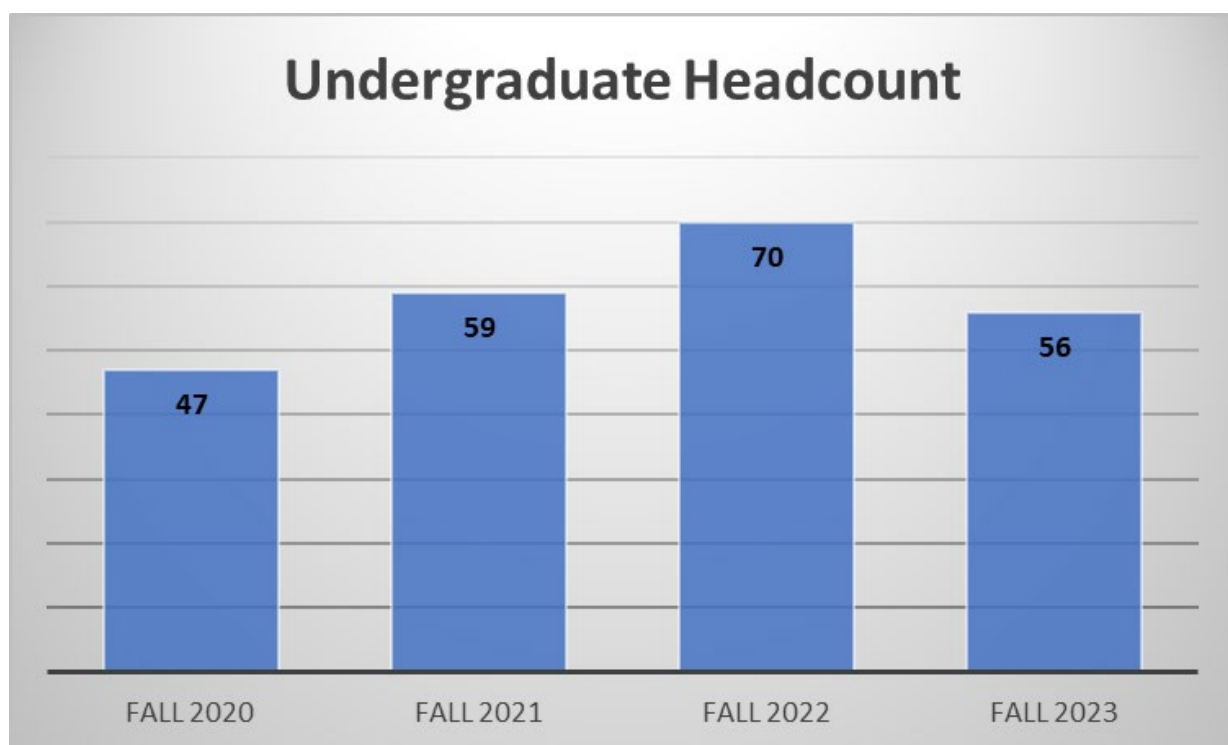
**Current initiatives for the business program(s) (2025-2029):**

1) The School of Business will finalize a Navajo Nation based Masters in Business Administration (MBA) to advance economic growth and development. This reflects the College's and School's commitment to developing strong partnerships with local communities and Navajo Nation enterprises, 2.) create a DC Business Incubator that will be a startup incubator, as a collaborative program for opening small businesses. The incubator will be located in two central workspaces, Shiprock Campus and Window Rock Center, designed to help startups in their beginning stages of management, by providing classrooms, guidance and training, 3.) Associates of Applied Science (AAS) Degree Review: Business Management and Office Administration. The Diné College School of Business and Social Science will assess and review the courses and AAS programs within the school. There is a Navajo Nation initiative to create a BA program with an emphasis on economics, specifically Navajo Nation economics. This includes expanding the AAS in Office Administration and Business Management into emphases within the BA in Business Administration, and 4.) Academic Master Plan: the Diné College School of Business and Social Science will develop its own Academic Master Plan (AMP) based on the College's mission, values, and our school's academic goals and priorities. The SBSS AMP will provide the framework for ongoing school/academic planning, curriculum development and decision making that help provide resource allocation and facilities planning.

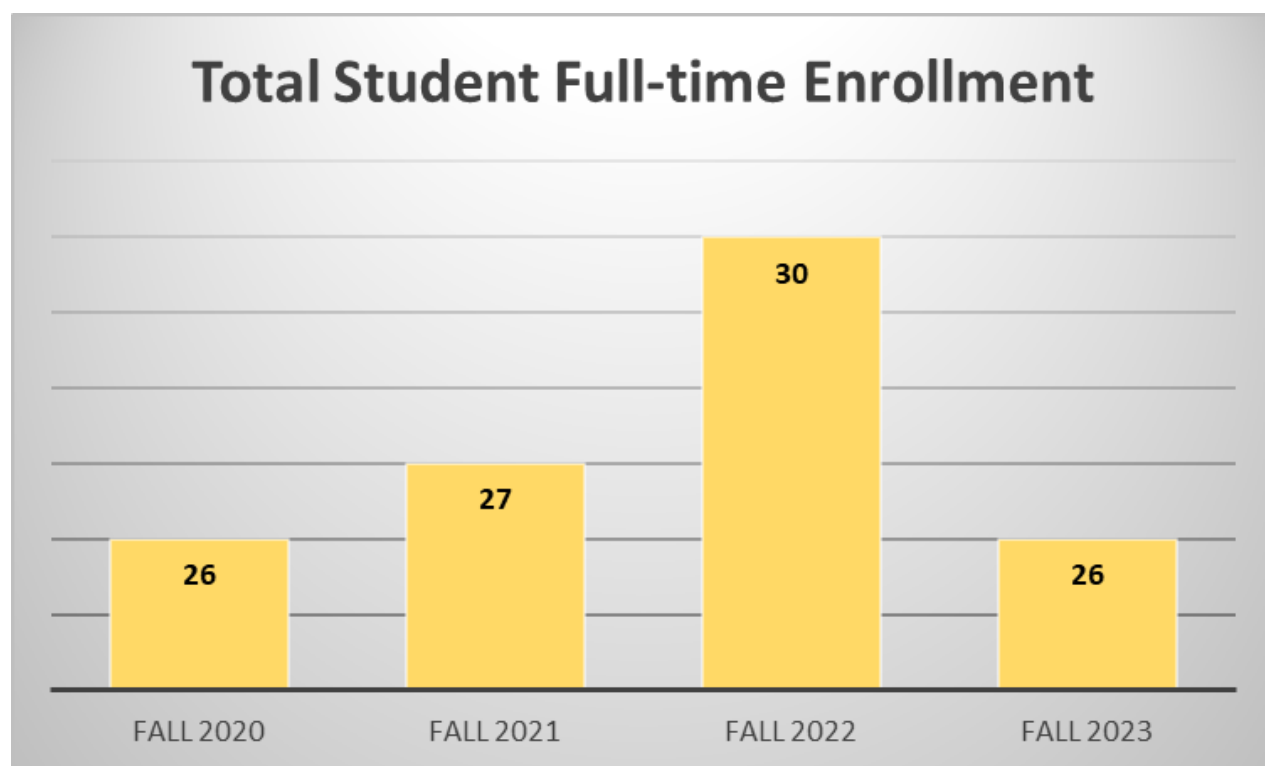
Herein is the second self-study of the Bachelors of Arts in Business Administration program, which is to be preceded by the external evaluation and action plan for the next four years:

**Table 1: Overview Data Summary**

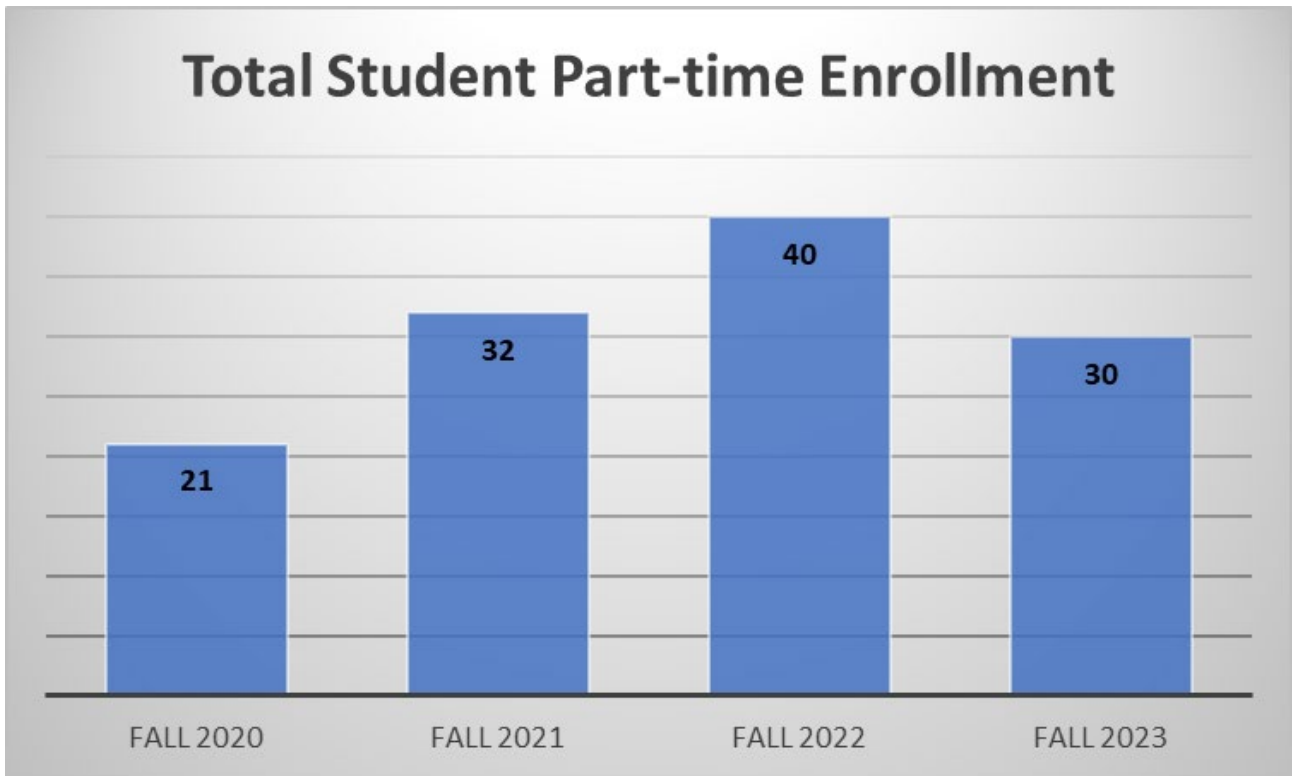
| <b>Overview – Fall Only</b>  | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
|--|------------------|------------------|------------------|------------------|
| <b>Undergraduate Headcount</b>   | 47               | 59               | 70               | 56               |
| <b>Total Student Full-time Enrollment</b>  | 26               | 27               | 30               | 26               |
| <b>Total Student Part-time Enrollment</b>  | 21               | 32               | 40               | 30               |
| <b>Total Students that graduated (Fall &amp; Spring)</b>   | 7                | 7                | 7                | 13               |
| <b>Cohorts: The data shown here are cohorts by term.</b>   | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
| <b># of students in cohort (FTF or NT)</b>   | <b>1</b>         | <b>0</b>         | <b>1</b>         | <b>3</b>         |
| <b>Persistence Trend (Fall to Spring)</b>  | 100%             | 0%               | 0%               | 33%              |
| <b>Retention Trend</b>   | 0%               | 0%               | 0%               | 33%              |
| <b>Graduation Trend</b>  |                  |                  |                  |                  |
| Following a Cohort of students from 2018 over the course of six years, ALL programs at the institution have a 7% chance of students declaring a major and graduating with the major. |                  |                  |                  |                  |



**Undergraduates Fall to Spring**  
The BA headcount shows an increase of 19%.

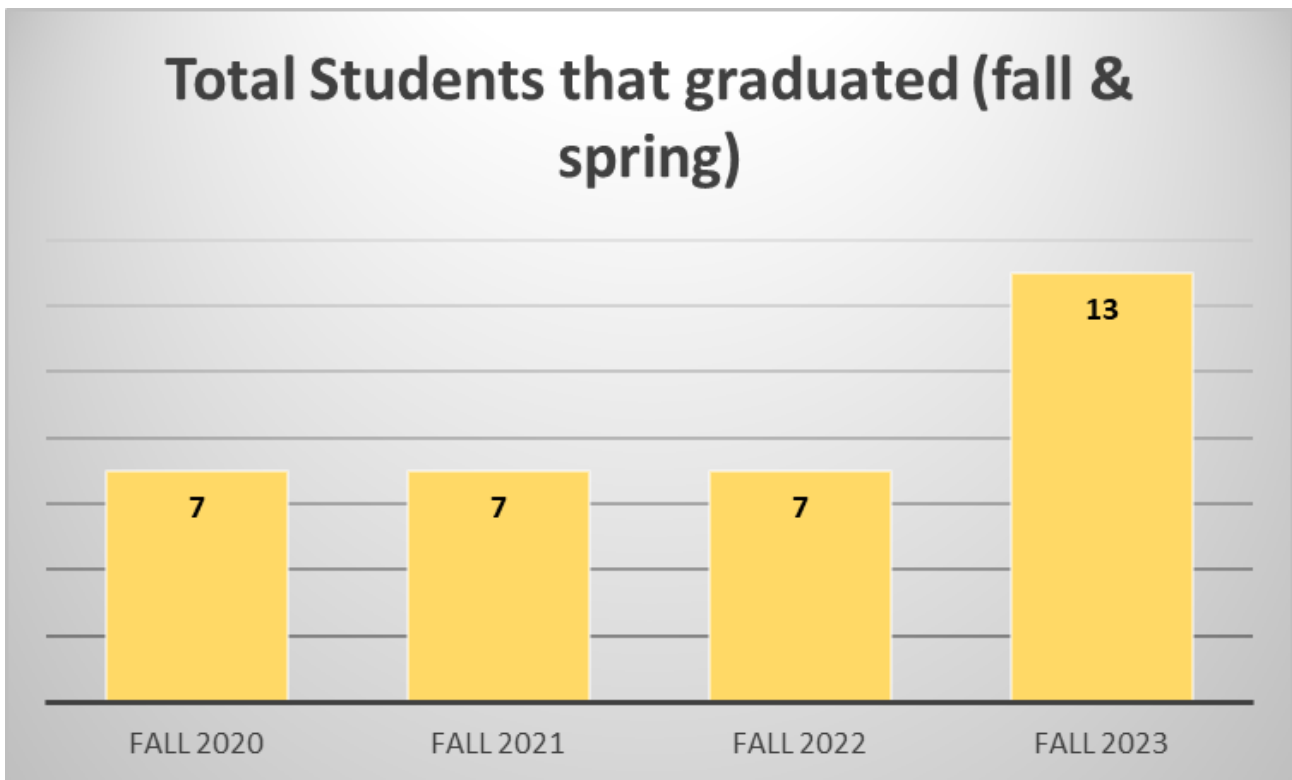


**Full-Time Enrollment Fall to Spring**  
The BA Full-Time Enrollment increased by 15% from 2020 to 2022, then dropped 15% in 2023.



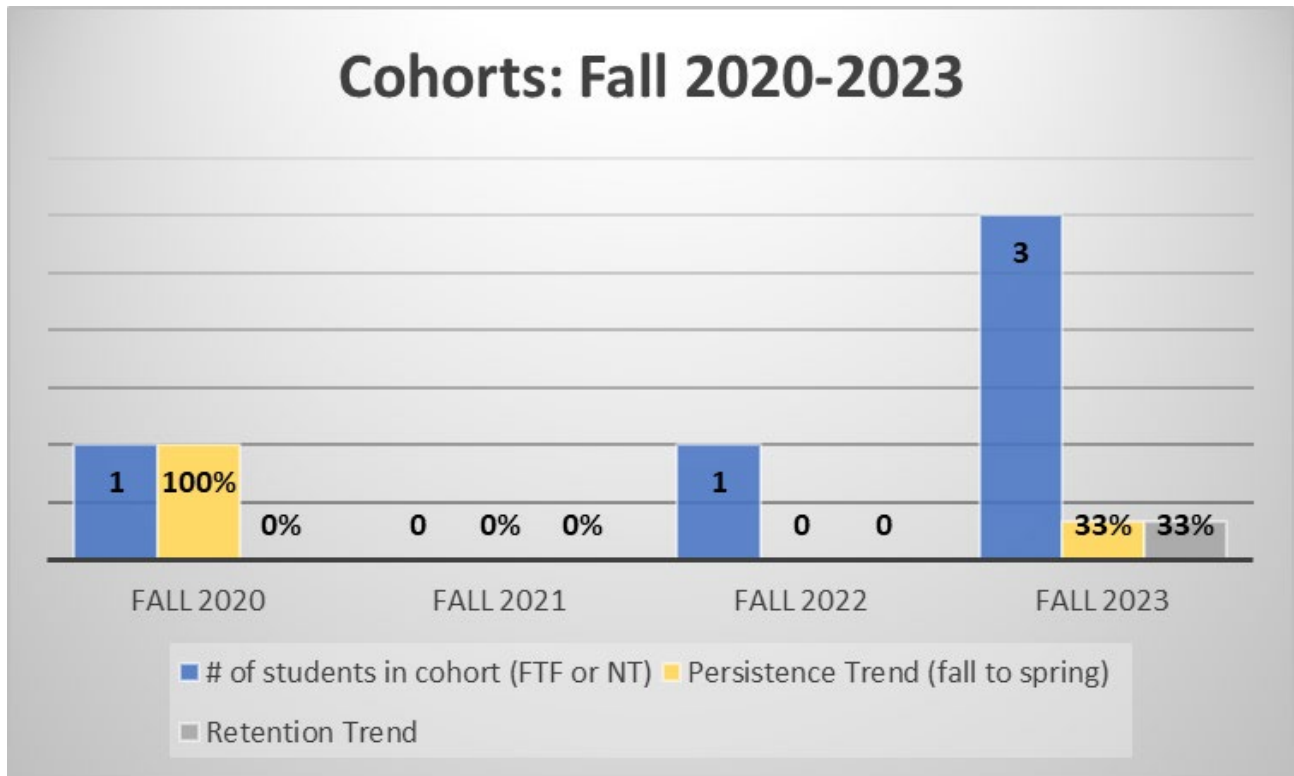
#### Part-Time Student Enrollment Fall to Spring

The total BA enrollment increased by 90% from FA 2020 to FA 2022, then decreased by 25% in FA 2023.



#### Total Graduates Fall to Spring

The number of BA Graduates stayed the same FA 2020 thru FA 2022 then jumped 86% in FA 2023.



Based on the cohort model, the BA (300-400 level) in Business Administration gets few new students (1-3) and the program per academic year. The students do not stay and are not retained.

### B. Self-Study Summary

The 2025 BA in Business Administration will cover the years from 2017 through 2025 to show a comparison of previous program initiatives and current business goals, including plans, assessment and the need to regroup as a School of Business.

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The last Academic Program Review (APR) for the BA in Business Administration was presented in April of 2020 during the height of the COVID-19 pandemic. The APR was presented to the external reviewer and the DC Executive Team but as the pandemic began to take its toll on the institution and the world, the APR follow-through and the final report from the external reviewer was never submitted. Also, the Director of Assessment resigned and was not replaced until recently; therefore, the current APR will show information from 2017 to 2025.

## **C. Degree Program Overview**

The Bachelors of Arts in Business Administration is designed to prepare students to take responsible positions in the management of economic growth with more than 500 federally recognized Native American Tribes. The focus of the degree program is Tribal Management and Economic Development (BASET, 2017).

The baccalaureate program is an interdisciplinary major that provides the fundamentals in management, accounting, marketing, and information systems, while incorporating Navajo Nation/Tribal businesses, governance, and emerging economies perspectives. The business program provides students with the necessary development and scope of critical thinking and occupational skills so they may pursue employment in business related fields and non-profit organizations.

With the onset of the COVID-19 pandemic, some flexibility is provided through mandatory online courses; consequently, the business faculty and students adapted but the program remained consistent.

### **Historical Background:**

Established in 1968, Diné College (DC), formerly Navajo Community College, was the first tribally controlled college in the United States, being operated by the Navajo Nation. In March 1972, Diné College achieved candidacy status with the North Central Association of Colleges and Schools (NCA). Classes began at the new Tsaile Campus in October 1973, and January of 1974, the College began offering classes at a branch campus in Shiprock, New Mexico.

The first programs offered at Diné College included Auto Mechanics, Welding, and Secretarial Science, all housed in one division, which would later become the Business Division. The following table shows the evolution of programs housed under the School of Business, formerly Business, Applied Science, Economics and Technology (BASET) Division:

| <b>Year:</b> | <b>Associate of Arts (AA)</b>                               | <b>Associate of Applied Sciences (AAS)</b>                                 | <b>Certificates:</b>   | <b>Bachelor of Arts (BA)</b> |
|--------------|---|--|--|------------------------------|
| 1980         | - Business Administration                                   | - Auto Mechanics<br>- Business Mgmt.<br>- Secretarial Science<br>- Welding | - Auto Mechanics<br>- Business Mgmt.<br>- Welding<br>- Data Processing |                              |
| 1990         | - Business Administration<br>- Computer Information Systems | - General Business<br>- Office Administration                              | - Clerical<br>- Welding  |                              |
| 2000         | - Business Administration<br>- Computer Information Systems | - Business<br>- Office Administration                                      | - Office Technology  |                              |
| 2003         | - Business Administration<br>- Computer Information Systems | - Business Management<br>- Office Administration                           | - Office Technology  |                              |
| 2013         | - Business Administration<br>- Computer Information Systems | - Business Management<br>- Office Administration                           | - Office Technology<br>- Entrepreneurship                              |                              |
| 2014         | - Business Administration<br>- Computer Information Systems | - Business Management<br>- Office Administration                           | - Office Technology  | - Business Administration    |
| 2015         | - Business Administration                                   | - Business Management<br>- Office Administration                           | None   | - Business Administration    |

|      |                                |  |      |                           |
|------|--------------------------------|--|------|---------------------------|
|      | - Computer Information Systems |  |      |                           |
| 2020 | - Business Administration      | - Business Management<br>- Office Administration | None | - Business Administration |

Source: From NCC and DC Catalogs

Originally, the College attempted to offer a mixture of transfer and vocational programs. However as vocational programs became costlier they were eventually dropped. For the past two decades, the College has focused more on the Associate of Arts (A.A.) transfer degree program to the detriment of the Associate of Applied Science (A.A.S.) and Certificate programs although there is still a high demand for vocational type programs. The BASET Division has attempted to expand the A.A.S. and certificate programs by including accounting, small business management, computer information systems, and currently entrepreneurship but for various reasons has been unsuccessful in marketing the programs to our students. The Division, though, has expanded through the acquisition of the economics and computer information systems courses as the college's Division has reorganized over the years.

In 2012-14, at the forefront of the B.A. program, the BASET Division reviewed the entire program to improve the program's overall effectiveness and quality. The objectives of the review were to provide a clear assessment of the business program's strengths and weaknesses and to develop a guide for the program's future direction. This effort required an internal review of our Strength, Weakness, Opportunities and Threat (SWOT) Analysis and an external review of our position in the College and Navajo Nation plus the outcomes of our students who have completed the program.

### **History of the B.A. Degree Program:**

During the strategic planning process in 2012, the BASET Division recognized a need for a program that would be beneficial for Native American students to prepare them in their respective nation building processes. In spring of 2013, the Division started to develop a Bachelor's degree program to focus on preparing undergraduates to participate in leadership, management, and economic development in their respective communities. In December 2013, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools filed application papers for getting accreditation of the program.

The HLC paid a site visit in March of 2014 and approved the degree program in July 2014. Recruiting students started immediately and on August 18, 2014, the first cohorts of the B.A. in Business Administration started classes. The cohort had enrolled 15 students as juniors (class of 2016) and 19 as sophomores (class of 2017).

The program is unique in the nation as it focuses on Tribal Management and Economic Development on the Navajo Nation. The degree program was designed in a way that it can also be marketed to students of any of the 565+ federally recognized tribes in the United States. According to the U.S. Census 2010, there are "5.2 million people in the United States identified as American Indian and Alaskan Native, either alone or in combination with one or more other races." This population is distributed among 565+ federally recognized tribes. This is the potential target market for the BASET's Bachelor of Arts in Business Administration degree program (BASET, 2017).



In July 2014, the Bachelor of Arts in Business Administration program was accredited by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. HLC standards required DC to establish policies and procedures to ensure DC business students receive a quality foundation in business topics. HLC standards include the development and enforcement of policies associated with admission standards/procedures, technology and library resources, and all curricular and academic development and implementation policies.

### **C.1. Curriculum**

The Bachelor of Arts in Business Administration program is designed to produce well-rounded business students who want to study Navajo Nation/Tribal business structures, while integrating a solid foundation in specialized business disciplines, such as management, accounting, information systems, and marketing. The COVID-19 pandemic has proven that future business professionals must be able to adapt and plan, think critically and identify solutions.

The DC School of Business has shaped the Business Administration degree program to incorporate all these attributes. The interdisciplinary curriculum allows students to learn corporate business theory and integrate it into Navajo Nation/Tribal businesses and economic development needs. The curriculum also allows students to compare (and comprehend) business theory from a Navajo Culture perspective to a global business mindset. This includes perspectives on leadership, management, communication, decision-making, planning, and solution-based problem solving.

Since the inception of the program, the baccalaureate program has made minor modifications to the program checklist and courses. This includes prerequisite changes based on the needs and preparation of students for specific courses. Indirectly addressing an HLC and faculty concern, BUS 480 Internship was deleted from the program based on feedback from students and a lack of measurable student outcomes, inadequate expectations from internship sites/supervisors and potential employment. In 2019, BUS 480 was replaced with BUS 485, Policy Development and Analysis, due to trends within the Navajo Nation to update and develop tribal governance and financial policy.

## 2017 - 2018 Graduation Advisement Checklist

### BASET DIVISION (B.A.) Bachelor of Arts Degree Program

|                 |              |  |
|-----------------|--------------|--|
| <b>STUDENT:</b> | <b>ID:</b>   | <b>Bachelor of Arts in Business Administration</b> |
| <b>ADVISOR:</b> | <b>DATE:</b> | <b>(125-127 hrs)</b>                               |

*Must pass reading proficiency or test out: ENG 075 \_\_\_\_\_ grade or test scores \_\_\_\_\_*

*Final: March 17, 2017*

| COURSE NO. & TITLE   | Credit                      | Transfer | Grade | COURSE NO. & TITLE  | Credit | Transfer | Grade |
|--|-----------------------------|----------|-------|---|--------|----------|-------|
| <b>GENERAL EDUCATION CORE (40-43 hrs) *</b>  |                             |          |       | <b>UPPER DIVISION REQUIREMENTS (60 hrs)</b>                                 |        |          |       |
| <b>COMMUNICATIONS (6 hrs)</b>  |                             |          |       | <b>Year 3 (Junior) Semester I:</b>  |        |          |       |
| ENG 101 Freshman English I   | 3.0                         |          |       | ACC 350 Finance   | 3.0    |          |       |
| ENG 102 Freshman English II  | 3.0                         |          |       | BUS 350 Business Professional Ethics  | 3.0    |          |       |
|  |                             |          |       | MGT 330 Tourism & Hospitality Management                                    | 3.0    |          |       |
|  |                             |          |       | MGT 340 Organizational Behavior   | 3.0    |          |       |
|  |                             |          |       | MGT 360 Principles of Management  | 3.0    |          |       |
| <b>HUMANITIES/FINE ARTS (6 hrs)</b>  |                             |          |       |   |        |          |       |
| Student must take 2 courses with different prefixes (6 hrs) from the given list  |                             |          |       |   |        |          |       |
| Choose from: ARH; FA; HUM; ENG 212, 213, 231, 233, 234, 241, 297; THR 101, 102   |                             |          |       |   |        |          |       |
|  | 3.0                         |          |       | <b>Year 3 (Junior) Semester II:</b>   |        |          |       |
|  | 3.0                         |          |       | ACC 310 Government & Non-Profit Accounting                                  | 3.0    |          |       |
|  |                             |          |       | BUS 340 Technical & Grants Writing  | 3.0    |          |       |
| <b>MATHEMATICS (4 hrs)</b>   |                             |          |       | BUS 360 Business of Gaming Industry   |        |          |       |
| MTH 110 College Algebra  | 3.0/4.0                     |          |       | MGT 320 Tribal Government/Management  | 3.0    |          |       |
|  |                             |          |       | MGT 350 Human Resources Management  | 3.0    |          |       |
| <b>NAVAJO STUDIES (9-10 hrs)</b>   |                             |          |       |   |        |          |       |
| One NAV course, based on placement test  |                             |          |       |   |        |          |       |
| NAV 101, 102, 201, 202 or 211  | 4.0                         |          |       | <b>Year 4 (Senior) Semester III:</b>  |        |          |       |
| NIS 111 Foundations of Navajo Culture  | 3.0                         |          |       | BUS 460 Tribal & Federal Laws   | 3.0    |          |       |
| NIS 221 Navajo History to Present  | 3.0                         |          |       | MGT 420 Tribal Enterprises & Entrepreneurship                               | 3.0    |          |       |
|  |                             |          |       | MGT 440 Project Management  | 3.0    |          |       |
|  |                             |          |       | MKT 420 Public Relations  | 3.0    |          |       |
| <b>PHYSICAL EDUCATION &amp; HEALTH EDUCATION (2-3 hrs)</b>   |                             |          |       | MKT 430 Quality Management  |        |          |       |
| PEH 122 (2 hrs) or HEE 110, 111, or 112 (3 hrs), or choose two courses from PEH 113 through 148 (1 hr each)              |                             |          |       |   |        |          |       |
| HEE/PEH  | 2.0/3.0                     |          |       | <b>Year 4 (Senior) Semester IV:</b>   |        |          |       |
|  |                             |          |       | BUS 480 Internship  | 3.0    |          |       |
| <b>LABORATORY SCIENCE (8 hrs)</b>  |                             |          |       | CIS 420 Management Information Systems                                      |        |          |       |
| Choose one Life Science with lab from: BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY, or PHS |                             |          |       | ECO 460 Tribal Economic Issues & Development Strategies                     |        |          |       |
| BIO  | 4.0                         |          |       | MGT 450 Strategic Management  | 3.0    |          |       |
|  | 4.0                         |          |       | MGT 460 Tribal Leadership Challenges  | 3.0    |          |       |
|  |                             |          |       |   |        |          |       |
|  |                             |          |       | <b>Prog Req 60 hrs</b>  |        |          |       |
| <b>SOCIAL &amp; BEHAVIORAL SCIENCES (6 hrs)</b>  |                             |          |       |   |        |          |       |
| Choose one from HST 101, 102, 135 or 136   |                             |          |       |   |        |          |       |
| HST  | 3.0                         |          |       |   |        |          |       |
| ECO 200 Principles of Macroeconomics   | 3.0                         |          |       |   |        |          |       |
|  |                             |          |       | <b>Expected Graduation Date: _____</b>                                      |        |          |       |
|  |                             |          |       | <b>Advisor Signature: _____</b>   |        |          |       |
| <b>LOWER DIVISION PROGRAM REQUIREMENTS (24 hrs)</b>  |                             |          |       |   |        |          |       |
| ACC 200 Financial Accounting   | 3.0                         |          |       | Notes:  |        |          |       |
| ACC 201 Managerial Accounting  | 3.0                         |          |       | a). All AA Business Administration and AA CIS graduates will be accepted as |        |          |       |
| BUS 204 Business Law   | 3.0                         |          |       | juniors   |        |          |       |
| BUS 265 Statistical Analysis for Business  | 3.0                         |          |       | b). All others Associates degree holders will be placed as freshman or      |        |          |       |
| BUS 270 Quantitative Methods in Business   | 3.0                         |          |       | sophomore based on transcript evaluation                                    |        |          |       |
| CIS 111 Introduction to Computers  | 3.0                         |          |       |   |        |          |       |
| ECO 201 Principles of Microeconomics   | 3.0                         |          |       |   |        |          |       |
| MKT 240 Marketing  | 3.0                         |          |       | The ECO 200 course MUST be completed under the General Education            |        |          |       |
|  | <b>Credits: (65-67 hrs)</b> |          |       | requirements for Social & Behavioral Sciences.                              |        |          |       |
|  |                             |          |       |   |        |          |       |

## 2018 - 2019 Advisement Checklist

### BASET DIVISION (B.A.) Bachelor of Arts Degree Program

|          |       |   |
|----------|-------|---|
| STUDENT: | ID:   | Bachelor of Arts in Business Administration |
| ADVISOR: | DATE: | (125-127 hrs)                               |

*Must pass reading proficiency or test out: ENG 075 \_\_\_\_\_ grade or test scores \_\_\_\_\_*

*Final: May 18, 2018*

| COURSE NO. & TITLE   | Credit                      | Transfer | Grade | COURSE NO. & TITLE  | Credit | Transfer | Grade |
|--|-----------------------------|----------|-------|---|--------|----------|-------|
| <b>GENERAL EDUCATION CORE (40-43 hrs) *</b>  |                             |          |       | <b>UPPER DIVISION REQUIREMENTS (60 hrs)</b>                                 |        |          |       |
| <b>COMMUNICATIONS (6 hrs)</b>  |                             |          |       | <b>Year 3 (Junior) Semester I:</b>  |        |          |       |
| ENG 101 Freshman English I   | 3.0                         |          |       | ACC 350 Finance   | 3.0    |          |       |
| ENG 102 Freshman English II  | 3.0                         |          |       | BUS 350 Business Professional Ethics  | 3.0    |          |       |
|  |                             |          |       | MGT 330 Tourism & Hospitality Management                                    | 3.0    |          |       |
|  |                             |          |       | MGT 340 Organizational Behavior   | 3.0    |          |       |
|  |                             |          |       | MGT 360 Principles of Management  | 3.0    |          |       |
| <b>HUMANITIES/FINE ARTS (6 hrs)</b>  |                             |          |       |   |        |          |       |
| Student must take 2 courses with different prefixes (6 hrs) from the given list  |                             |          |       |   |        |          |       |
| Choose from: ARH, COM 121, HUM, ENG 212, 213, 231, 233, 234, 241, 297; THR 101, 102                                      |                             |          |       |   |        |          |       |
|  | 3.0                         |          |       | <b>Year 3 (Junior) Semester II:</b>   |        |          |       |
|  | 3.0                         |          |       | ACC 310 Government & Non-Profit Accounting                                  | 3.0    |          |       |
|  |                             |          |       | BUS 340 Technical & Grants Writing  | 3.0    |          |       |
|  |                             |          |       | BUS 360 Business of Gaming Industry   | 3.0    |          |       |
|  |                             |          |       | MGT 320 Tribal Government/Management  | 3.0    |          |       |
|  |                             |          |       | MGT 350 Human Resources Management  | 3.0    |          |       |
| <b>MATHEMATICS (4 hrs)</b>   |                             |          |       |   |        |          |       |
| MTH 110 College Algebra  | 3.0/4.0                     |          |       |   |        |          |       |
| <b>NAVAJO STUDIES (9-10 hrs)</b>   |                             |          |       |   |        |          |       |
| One NAV course, based on placement test  |                             |          |       |   |        |          |       |
| NAV 101, 102, 201, 202 or 211  | 4.0                         |          |       | <b>Year 4 (Senior) Semester III:</b>  |        |          |       |
| NIS 111 Foundations of Navajo Culture  | 3.0                         |          |       | BUS 460 Tribal & Federal Laws   | 3.0    |          |       |
| NIS 221 Navajo History to Present  | 3.0                         |          |       | MGT 420 Tribal Enterprises & Entrepreneurship                               | 3.0    |          |       |
|  |                             |          |       | MGT 440 Project Management  | 3.0    |          |       |
|  |                             |          |       | MKT 420 Public Relations  | 3.0    |          |       |
|  |                             |          |       | MKT 430 Quality Management  | 3.0    |          |       |
| <b>PHYSICAL EDUCATION &amp; HEALTH EDUCATION (2-3 hrs)</b>   |                             |          |       |   |        |          |       |
| PEH 122 (2 hrs) or HEE 110, 111, or 112 (3 hrs), or choose two courses from PEH 113 through 148 (1 hr each)              |                             |          |       |   |        |          |       |
| HEE/PEH  | 2.0/3.0                     |          |       | <b>Year 4 (Senior) Semester IV:</b>   |        |          |       |
|  |                             |          |       | BUS 480 Internship  | 3.0    |          |       |
|  |                             |          |       | CIS 420 Management Information Systems                                      | 3.0    |          |       |
|  |                             |          |       | ECO 460 Tribal Economic Issues & Development Strategies                     | 3.0    |          |       |
|  |                             |          |       | MGT 450 Strategic Management  | 3.0    |          |       |
|  |                             |          |       | MGT 460 Tribal Leadership Challenges  | 3.0    |          |       |
| <b>LABORATORY SCIENCE (8 hrs)</b>  |                             |          |       |   |        |          |       |
| Choose one Life Science with lab from: BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY, or PHS |                             |          |       |   |        |          |       |
| BIO  | 4.0                         |          |       |   |        |          |       |
|  | 4.0                         |          |       |   |        |          |       |
|  |                             |          |       | <b>Prog Req 60 hrs</b>  |        |          |       |
| <b>SOCIAL &amp; BEHAVIORAL SCIENCES (6 hrs)</b>  |                             |          |       |   |        |          |       |
| Choose one from HST 101, 102, 135 or 136   |                             |          |       |   |        |          |       |
| HST  | 3.0                         |          |       |   |        |          |       |
| ECO 200 Principles of Macroeconomics   | 3.0                         |          |       |   |        |          |       |
|  |                             |          |       | <b>Expected Graduation Date: _____</b>                                      |        |          |       |
|  |                             |          |       | <b>Advisor Signature: _____</b>   |        |          |       |
| <b>LOWER DIVISION PROGRAM REQUIREMENTS (24 hrs)</b>  |                             |          |       |   |        |          |       |
| ACC 200 Financial Accounting   | 3.0                         |          |       | Notes:  |        |          |       |
| ACC 201 Managerial Accounting  | 3.0                         |          |       | a). All AA Business Administration and AA CIS graduates will be accepted as |        |          |       |
| BUS 204 Business Law   | 3.0                         |          |       | juniors   |        |          |       |
| BUS 265 Statistical Analysis for Business  | 3.0                         |          |       | b). All others Associates degree holders will be placed as freshman or      |        |          |       |
| BUS 270 Quantitative Methods in Business   | 3.0                         |          |       | sophomore based on transcript evaluation                                    |        |          |       |
| CIS 111 Introduction to Computers  | 3.0                         |          |       |   |        |          |       |
| ECO 201 Principles of Microeconomics   | 3.0                         |          |       |   |        |          |       |
| MKT 240 Marketing  | 3.0                         |          |       | The ECO 200 course MUST be completed under the General Education            |        |          |       |
|  | <b>Credits: (65-67 hrs)</b> |          |       | requirements for Social & Behavioral Sciences.                              |        |          |       |
|  |                             |          |       |   |        |          |       |

## Advisement Checklist for 2019 - 2020

(B.A.) Bachelor of Arts Degree Program

|  |  |                             |          |   |  |  |        |          |       |
|--|--|-----------------------------|----------|---|--|--|--------|----------|-------|
| <b>STUDENT:</b>  |  | <b>ID:</b>                  |          | <b>Bachelor of Arts</b><br><b>Business Administration (125-127 hrs)</b> |  |  |        |          |       |
| <b>ADVISOR:</b>  |  | <b>DATE:</b>                |          |   |  |  |        |          |       |
| <i>Must pass reading proficiency or test out: ENG 075 _____ grade or test scores _____</i>                               |  |                             |          |   |  |  |        |          |       |
| <b>COURSE NO. &amp; TITLE</b>  |  | Credit                      | Transfer | Grade   | <b>COURSE NO. &amp; TITLE</b>  |  | Credit | Transfer | Grade |
| <b>GENERAL EDUCATION CORE (40-43 hrs)</b>  |  |                             |          |   | <b>UPPER DIVISION REQUIREMENTS (60 hrs)</b>  |  |        |          |       |
| <b>COMMUNICATIONS (6 hrs)</b>  |  |                             |          |   | <b>Year 3 (Junior) Semester I:</b>   |  |        |          |       |
| ENG 101 Freshman English I   |  | 3.0                         |          |   | ACC 310 Government & Non-Profit Accounting   |  | 3.0    |          |       |
| ENG 102 Freshman English II  |  | 3.0                         |          |   | BUS 350 Business Professional Ethics   |  | 3.0    |          |       |
|  |  |                             |          |   | MGT 330 Tourism & Hospitality Management   |  | 3.0    |          |       |
| <b>HUMANITIES/FINE ARTS (6 hrs)</b>  |  |                             |          |   | MGT 340 Organizational Behavior  |  |        |          |       |
| Student must take 2 courses with different prefixes (6 hrs) from the given list  |  |                             |          |   | MGT 360 Principles of Management   |  |        |          |       |
| Choose from: ARH, COM 121, HUM, ENG 212, 213, 231, 233, 234, 241, 297; THR 101, 102                                      |  |                             |          |   |  |  |        |          |       |
|  |  | 3.0                         |          |   | <b>Year 3 (Junior) Semester II:</b>  |  |        |          |       |
|  |  | 3.0                         |          |   | ACC 350 Finance  |  | 3.0    |          |       |
|  |  |                             |          |   | BUS 340 Technical & Grants Writing   |  | 3.0    |          |       |
|  |  |                             |          |   | BUS 360 Business of Gaming Industry  |  | 3.0    |          |       |
| <b>MATHEMATICS (4 hrs)</b>   |  |                             |          |   | MGT 320 Tribal Government/Management   |  |        |          |       |
| MTH 110 College Algebra  |  | 3.0/4.0                     |          |   | MGT 350 Human Resources Management   |  | 3.0    |          |       |
|  |  |                             |          |   |  |  |        |          |       |
| <b>NAVAJO STUDIES (9-10 hrs)</b>   |  |                             |          |   |  |  |        |          |       |
| One NAV course, based on placement test  |  |                             |          |   | <b>Year 4 (Senior) Semester III:</b>   |  |        |          |       |
| NAV 101, 102, 201, 202 or 211  |  | 4.0                         |          |   | BUS 460 Tribal & Federal Laws  |  | 3.0    |          |       |
| NIS 111 Foundations of Navajo Culture  |  | 3.0                         |          |   | MGT 420 Tribal Enterprises & Entrepreneurship  |  | 3.0    |          |       |
| NIS 221 Navajo History to Present  |  | 3.0                         |          |   | MGT 440 Project Management   |  | 3.0    |          |       |
|  |  |                             |          |   | BUS 420 Public Relations   |  | 3.0    |          |       |
| <b>PHYSICAL EDUCATION &amp; HEALTH EDUCATION (2-3 hrs)</b>   |  |                             |          |   | MGT 430 Quality Management   |  |        |          |       |
| PEH 122 (2 hrs) or HEE 110, 111, or 112 (3 hrs), or choose two courses from PEH 113 through 148 (1 hr each)              |  |                             |          |   |  |  |        |          |       |
| HEE/PEH  |  | 2.0/3.0                     |          |   | <b>Year 4 (Senior) Semester IV:</b>  |  |        |          |       |
|  |  |                             |          |   | BUS 485 Policy Development & Analysis  |  | 3.0    |          |       |
| <b>LABORATORY SCIENCE (8 hrs)</b>  |  |                             |          |   | MGT 425 Management Information Systems   |  |        |          |       |
| Choose one Life Science with lab from: BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY, or PHS |  |                             |          |   | ECO 460 Tribal Economic Issues & Development Strategies  |  |        |          |       |
| BIO  |  | 4.0                         |          |   | MGT 450 Strategic Management   |  | 3.0    |          |       |
|  |  | 4.0                         |          |   | MGT 460 Tribal Leadership Challenges   |  | 3.0    |          |       |
|  |  |                             |          |   |  |  |        |          |       |
|  |  |                             |          |   | <b>Prog Req 60 hrs</b>   |  |        |          |       |
| <b>SOCIAL &amp; BEHAVIORAL SCIENCES (6 hrs)</b>  |  |                             |          |   | <b>Expected Graduation Date:</b> _____<br><b>Advisor Signature:</b> _____  |  |        |          |       |
| Choose one from HST 101, 102, 135 or 136   |  |                             |          |   |  |  |        |          |       |
| HST  |  | 3.0                         |          |   |  |  |        |          |       |
| <b>ECO 200 Principles of Macroeconomics</b>  |  | 3.0                         |          |   | <b>Notes:</b><br>a). All AA Business Administration and AA CIS graduates will be accepted as juniors<br>b). All others Associates degree holders will be placed as freshman or sophomore based on transcript evaluation<br><br>The ECO 200 course MUST be completed under the General Education requirements for Social & Behavioral Sciences. |  |        |          |       |
| <b>LOWER DIVISION PROGRAM REQUIREMENTS (24 hrs)</b>  |  |                             |          |   |  |  |        |          |       |
| ACC 200 Financial Accounting   |  | 3.0                         |          |   |  |  |        |          |       |
| ACC 201 Managerial Accounting  |  | 3.0                         |          |   |  |  |        |          |       |
| BUS 204 Business Law   |  | 3.0                         |          |   |  |  |        |          |       |
| BUS 265 Statistical Analysis for Business  |  | 3.0                         |          |   |  |  |        |          |       |
| BUS 270 Quantitative Methods in Business   |  | 3.0                         |          |   |  |  |        |          |       |
| CIS 111 Introduction to Computers  |  | 3.0                         |          |   |  |  |        |          |       |
| ECO 201 Principles of Microeconomics   |  | 3.0                         |          |   |  |  |        |          |       |
| MKT 240 Marketing  |  | 3.0                         |          |   |  |  |        |          |       |
|  |  | <b>Credits: (65-67 hrs)</b> |          |   |  |  |        |          |       |
| <b>FINAL-April 05, 2019</b>  |  |                             |          |   |  |  |        |          |       |

| <b>Advisement Checklist for 2020 - 2021</b>  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
|--|--|--|-----------------------------|-----------------|---|--|--|--|---------------|------------------------|---------------|--|
| <b>Bachelor of Arts Degree</b>   |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| <b>STUDENT:</b>  |  |  | <b>ID:</b>                  |                 | <b>Bachelor of Arts, Business Administration</b><br><b>123 - 125 hrs</b>  |  |  |  |               |                        |               |  |
| <b>ADVISOR:</b>  |  |  | <b>DATE:</b>                |                 |   |  |  |  |               |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| <b>COURSE NO. &amp; TITLE</b>  |  |  | <b>Credit</b>               | <b>Transfer</b> | <b>Grade</b>  | <b>COURSE NO. &amp; TITLE</b>  |  |  | <b>Credit</b> | <b>Transfer</b>        | <b>Grade</b>  |  |
| <b>GENERAL EDUCATION CORE (38-41 hrs)</b>  |  |  |                             |                 | <b>UPPER DIVISION REQUIREMENTS (60 hrs)</b>   |  |  |  |               |                        |               |  |
| <b>COMMUNICATIONS (6 hrs)</b>  |  |  |                             |                 | <b>Year 3 (Junior) Semester I:</b>  |  |  |  |               |                        |               |  |
| ENG 101 College Composition I  |  |  | 3.0                         |                 |   | ACC 310 Government & Non-Profit Accounting                                   |  |  | 3.0           |                        |               |  |
| ENG 102 College Composition II   |  |  | 3.0                         |                 |   | BUS 350 Business Professional Ethics   |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | MGT 330 Tourism & Hospitality Management                                     |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | MGT 340 Organizational Behavior  |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | MGT 360 Principles of Management   |  |  | 3.0           |                        |               |  |
| <b>HUMANITIES/FINE ARTS (6 hrs)</b>  |  |  |                             |                 |   |  |  |  |               | <b>15 hrs</b>          |               |  |
| Student must take 2 courses with different prefixes (6 hrs) from the given list  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| Choose from: ARH, COM 121, FA, HUM, ENG 212, 213, 231, 233, 234, 241, 297, THR 101, 102                                  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
|  |  |  | 3.0                         |                 |   | <b>Year 3 (Junior) Semester II:</b>  |  |  |               |                        |               |  |
|  |  |  | 3.0                         |                 |   | ACC 350 Finance  |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | BUS 340 Technical & Grants Writing   |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | BUS 360 Business of Gaming Industry  |  |  | 3.0           |                        |               |  |
| <b>MATHEMATICS (4 hrs)</b>   |  |  |                             |                 |   | MGT 320 Tribal Government/Management   |  |  | 3.0           |                        |               |  |
| MTH 110 College Algebra  |  |  | 3.0/4.0                     |                 |   | MGT 350 Human Resources Management   |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               |                        | <b>15 hrs</b> |  |
| <b>NAVAJO STUDIES (0-10 hrs)</b>   |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| One NAV course, based on placement test  |  |  |                             |                 | <b>Year 4 (Senior) Semester III:</b>  |  |  |  |               |                        |               |  |
| NAV 101, 102, 201, 202 or 211  |  |  | 3.0/4.0                     |                 |   | BUS 460 Tribal & Federal Laws  |  |  | 3.0           |                        |               |  |
| NIS 111 Foundations of Navajo Culture  |  |  | 3.0                         |                 |   | MGT 420 Tribal Enterprises & Entrepreneurship                                |  |  | 3.0           |                        |               |  |
| NIS 221 Navajo History to Present  |  |  | 3.0                         |                 |   | MGT 440 Project Management   |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | BUS 420 Public Relations   |  |  | 3.0           |                        |               |  |
| <b>LABORATORY SCIENCE (8 hrs)</b>  |  |  |                             |                 | MGT 430 Quality Management  |  |  |  |               | 3.0                    |               |  |
| Choose one Life Science with lab from: BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY, or PHS |  |  |                             |                 |   |  |  |  |               | <b>15 hrs</b>          |               |  |
| <b>BIO</b>   |  |  | 4.0                         |                 |   | <b>Year 4 (Senior) Semester IV:</b>  |  |  |               |                        |               |  |
|  |  |  | 4.0                         |                 |   | BUS 465 Policy Development & Analysis  |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | MGT 425 Management Information Systems                                       |  |  | 3.0           |                        |               |  |
|  |  |  |                             |                 |   | ECO 460 Tribal Economic Issues & Development Strategies                      |  |  | 3.0           |                        |               |  |
| <b>SOCIAL &amp; BEHAVIORAL SCIENCES (6 hrs)</b>  |  |  |                             |                 | MGT 450 Strategic Management  |  |  |  |               | 3.0                    |               |  |
| Choose one from HST 101, 102, 135 or 136   |  |  |                             |                 | MGT 460 Tribal Leadership Challenges  |  |  |  |               | 3.0                    |               |  |
| <b>HST</b>   |  |  | 3.0                         |                 |   |  |  |  |               |                        | <b>15 hrs</b> |  |
| <b>ECO 200 Principles of Macroeconomics</b>  |  |  | 3.0                         |                 |   |  |  |  |               |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               | <b>Prog Req 60 hrs</b> |               |  |
| <b>LOWER DIVISION PROGRAM REQUIREMENTS (24 hrs)</b>  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| ACC 200 Financial Accounting   |  |  | 3.0                         |                 |   | <b>Expected Graduation Date:</b> _____                                       |  |  |               |                        |               |  |
| ACC 201 Managerial Accounting  |  |  | 3.0                         |                 |   | <b>Advisor Signature:</b> _____  |  |  |               |                        |               |  |
| BUS 204 Business Law   |  |  | 3.0                         |                 |   |  |  |  |               |                        |               |  |
| BUS 265 Statistical Analysis for Business  |  |  | 3.0                         |                 |   |  |  |  |               |                        |               |  |
| BUS 270 Quantitative Methods in Business   |  |  | 3.0                         |                 |   | Notes:   |  |  |               |                        |               |  |
| CIS 111 Introduction to Computers  |  |  | 3.0                         |                 |   | a). All AA Bus Administration & AA CIS graduates will be accepted as Juniors |  |  |               |                        |               |  |
| ECO 201 Principles of Microeconomics   |  |  | 3.0                         |                 |   | b). All others Associates degree holders will be placed as freshman or       |  |  |               |                        |               |  |
| MKT 240 Marketing  |  |  | 3.0                         |                 |   | sophomore based on transcript evaluation                                     |  |  |               |                        |               |  |
|  |  |  | <b>Credits: (63-65 hrs)</b> |                 |   |  |  |  |               |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| Completed all requirements for: AA: _____ / / Conferred: _____   |  |  |                             |                 | The ECO 200 course MUST be completed under the General Education requirements for Social & Behavioral Sciences. |  |  |  |               |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
|  |  |  |                             |                 |   |  |  |  |               |                        |               |  |
| <b>Final, May 13, 2020</b>   |  |  |                             |                 | Must pass all courses with "C" grades or better   |  |  |  |               |                        |               |  |

## **GENERAL EDUCATION CORE REQUIREMENTS (38-41 hr)**

### **COMMUNICATIONS (6 hrs)**

- ENG 101 College Composition I (3 hrs)
- ENG 102 College Composition II (3 hrs)

### **HUMANITIES/FINE ARTS (6 hrs)**

| <b>YEAR 1 – FALL (Freshman)</b>          |                    | <b>YEAR 1 – SPRING (Freshman)</b>            |               |
|--|--------------------|--|---------------|
| <b>ENG 101</b> Freshman English I        | 3 cr.              | <b>ENG 102</b> Freshman English II           | 3 cr.         |
| <b>CIS 111</b> Introduction to Computers | 3                  | <b>MTH 110</b> College Algebra               | 4             |
| <b>HUM</b> Humanities Requirement        | 3                  | <b>BUS 204</b> Business Law                  | 3             |
| <b>HST</b> Social Science Requirement    | 3                  | <b>ENG 121</b> Speech Communications         | 3             |
| <b>NAV 101 or 211</b> Navajo Language    | 3 - 4              | <b>NIS 111</b> Foundations of Navajo Culture | 3             |
| <i>Total Credits</i>                     | <i>15 – 16 cr.</i> | <i>Total Credits</i>                         | <i>16 cr.</i> |

Student must take 2 courses with different prefixes (6 hrs) from the given list

- Choose from: ARH, COM 121, FA, HUM, ENG 212, 213, 231, 233, 234, 241, 297, THR 101,102 (6 hrs)

### **MATHEMATICS (4 hrs)**

- MTH 110 College Algebra (3/4 hrs)

### **NAVAJO STUDIES (9-10 hrs)**

One NAV course, based on placement test

- NAV 101, 102, 201, 202 or 211 (3/4 hrs)
- NIS 111 Foundations of Navajo Culture (3 hrs)
- NIS 221 Navajo History to Present (3 hrs)

### **LABORATORY SCIENCE (8 hrs)**

Choose one Life Science with lab from: BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY, or PHS (8 hrs)

### **SOCIAL & BEHAVIORAL SCIENCES (6 hrs)**

Choose one from HST 101, 102, 135 or 136

- HST (3 hrs)
- ECO 200 Principles of Macroeconomics (3 hrs)

**BA BUSINESS ADMINISTRATION COURSE SEQUENCE**  
**Tribal Management & Economic Development**

| <b>YEAR 2 – FALL (Sophomore)</b>                 |       | <b>YEAR 2 – SPRING (Sophomore)</b>              |       |
|--|-------|---|-------|
| <b>ACC 200</b> Financial Accounting              | 3 cr. | <b>ACC 201</b> Managerial Accounting            | 3 cr. |
| <b>BUS 265</b> Statistical Analysis for Business | 3     | <b>BUS 270</b> Quantitative Methods in Business | 3     |
| <b>ECO 200</b> Principles of Macroeconomics      | 3     | <b>ECO 201</b> Principles of Microeconomics     | 3     |
| <b>Lab Science I</b>                             | 4     | <b>MKT 240</b> Marketing                        | 3     |
| <b>NIS 221</b> Navajo History to Present         | 3     | <b>Lab Science II</b>                           | 4     |
| <b>Total Credits</b>                             |       | <b>Total Credits</b>                            |       |
| <b>16 cr.</b>                                    |       | <b>16 cr.</b>                                   |       |

| <b>YEAR 3 – FALL (Junior)</b>                       |       | <b>YEAR 3 – SPRING (Junior)</b>             |       |
|---|-------|---|-------|
| <b>ACC 310</b> Government and Non-Profit Accounting | 3 cr. | <b>ACC 350</b> Finance                      | 3 cr. |
| <b>BUS 350</b> Business Professional Ethics         | 3     | <b>BUS 340</b> Technical and Grant Writing  | 3     |
| <b>MGT 330</b> Tourism and Hospitality Management   | 3     | <b>BUS 360</b> Business of Gaming Industry  | 3     |
| <b>MGT 340</b> Organizational Behavior              | 3     | <b>MGT 320</b> Tribal Government Management | 3     |
| <b>MGT 360</b> Principles of Management             | 3     | <b>MGT 350</b> Human Resources Management   | 3     |
| <b>Total Credits</b>                                |       | <b>Total Credits</b>                        |       |
| <b>15 cr.</b>                                       |       | <b>15 cr.</b>                               |       |

| <b>YEAR 4 – FALL (Senior)</b>                          |       | <b>YEAR 4 – SPRING (Senior)</b>                                |       |
|--|-------|--|-------|
| <b>BUS 460</b> Tribal and Federal Laws                 | 3 cr. | <b>BUS 485</b> Policy Development and Analysis                 | 3 cr. |
| <b>BUS 420</b> Public Relations                        | 3     | <b>MGT 425</b> Management Information Systems                  | 3     |
| <b>MGT 430</b> Quality Management                      | 3     | <b>ECO 460</b> Tribal Economic Issues & Development Strategies | 3     |
| <b>MGT 420</b> Tribal Enterprises and Entrepreneurship | 3     | <b>MGT 450</b> Strategic Management                            | 3     |
| <b>MGT 440</b> Project Management                      | 3     | <b>MGT 460</b> Tribal Leadership Challenges                    | 3     |
| <b>Total Credits</b>                                   |       | <b>Total Credits</b>   |       |
| <b>15 cr.</b>  |       | <b>15 cr.</b>  |       |

## REQUIRED COURSES

### ACCOUNTING (ACC)

#### **ACC 200 Financial Accounting (3)**

*Prerequisite: Minimum grade of 'C' in ACC 100.*

This course covers the theory and practice of accounting in services and merchandising firms. It emphasizes the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One-hour laboratory required.

#### **ACC 201 Managerial Accounting (3)**

*Prerequisite: Minimum grade of 'C' in ACC 200.*

This course is a continuation of ACC 200 with emphasis on manufacturing firms, and managerial approaches for decision-making. One-hour laboratory required.

#### **ACC 310 Government and Non-Profit Accounting (3)**

*Prerequisite: Minimum grade of 'C' in ACC 201.*

This course covers the theory and practice of accounting for governmental and not-for-profit units. Topics include financial reporting; budgetary accounting; fund accounts; and nonprofit accounting for entities such as public colleges, universities and health care providers.

#### **ACC 350 Finance (3)**

*Prerequisite: Minimum grade of 'C' in ACC 201, ACC 310, BUS 265, ECO 200 or 201.*

Introduction to the theories and applications associated with the functions of capital markets. This includes the conceptual foundations of portfolio theory, risk management, and asset valuation. This course will examine the markets for equity, money, and bonds. One-hour laboratory required.

### BUSINESS AND OFFICE ADMINISTRATION (BUS)

#### **BUS 204 Business Law (3)**

This course introduces law and the legal process as they relate to business transactions such as contracts, sales, commercial paper and secured transactions. It also includes discussions of business ethics.

#### **BUS 265 Statistical Analysis for Business (3)**

*Prerequisites: Minimum grade of 'C' in MTH 110.*

Methods of statistical description. Applies probability theory and statistical inference in business. One-hour laboratory required.

#### **BUS 270 Quantitative Methods in Business (3)**

*Prerequisites: MTH 110, BUS 265, ACC 201.*

Business applications of quantitative optimization methods in operations management decisions. One-hour laboratory required.

#### **BUS 340 Technical and Grant Writing (3)**

*Prerequisite: ACC 201, BUS 204.*

This course will guide students in analyzing and improving their writing styles for printed texts, as well as adjusting their styles to online writing standards. With technical writing as a foundation, developing a grant proposal will be the primary focus in the course plus writing, editing, printing documents, and modifying them for posting online.

#### **BUS 350 Business Professional Ethic (3)**



*Prerequisite: BUS 204, CIS 111, COM 121.*

An examination of ethics in business and work. Among the topics to be addressed are: recognizing and analyzing ethical issues in business; promoting ethical behavior in corporation and institutions; the social responsibilities of business; the role of business in a free market economy; ethics in the global economy; the role of the professions in contemporary American society.

### **BUS 360 Business of Gaming Industry (3)**

*Prerequisite: ACC 201, BUS 204.*

This course examines the role of the gaming industry in tribal economic development. Students will analyze the state and federal laws (compacts) governing the gaming, management of casinos and related enterprises, revenue stream and how the revenue are being used to promote economic development and the well-being of the population.

### **BUS 420 Public Relations (3)**

*Prerequisite: MKT 240, BUS 350.*

This course covers strategic issues and effective practices of communication between organizations and their constituencies. The coursework includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. Students gain practical experience in writing news releases, conducting surveys, and designing integrated campaigns.

### **BUS 460 Tribal and Federal Laws (3)**

*Prerequisite: MGT 320, BUS 204.*

This course will examine the relationship between the Federal Government and Tribes deriving from Federal and state law. Students will also study the composition and jurisdiction of the different levels of courts having jurisdiction over the tribal territories and other tribal issues resulting from the legal relationship between the Federal Government and Tribes.

### **BUS 485 Policy Development and Analysis (3)**

*Prerequisites: MGT 350, BUS 460, 420.*

This course examines public administration and policy, focusing on federal and tribal government policy. Topics include management and leadership, human resources, bureaucratic politics and policy, budgeting, planning, and administrative law.

## **COMPUTER INFORMATION SYSTEM (CIS)**

### **CIS 111 Introduction to Computers (3)**

This course introduces business information systems and the uses of business application software with an emphasis on database and spreadsheet packages. One-hour laboratory required.

## **ECONOMICS (ECO)**

### **ECO 200 Principles of Macroeconomics (3)**

*Prerequisite: MTH 100; ENG 101, or concurrent enrollment.*

This course is an introduction to macro-analysis of the capitalist system. Topics include national income accounting, aggregate demand and supply, inflation, unemployment, and monetary and fiscal policies. Topics relate to the productive capacity of the Navajo economy, international economics, and current economic issues. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

### **ECO 201 Principles of Microeconomics (3)**

*Prerequisite: MTH 100, ENG 101 or concurrent enrollment.*

This course is an introduction to micro-analysis of the capitalist system. Topics include utility theory and consumer choice, the theory of the firm, costs and producer choice, supply, demand and price determination,

perfect and imperfect markets, business regulations, markets for resources, and the determination of wage rates. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

### **ECO 460 Tribal Economic Issues and Development Strategies (3)**

*Prerequisite: MGT 420, BUS 460.*

This is a basic economic development course examining both developing and Native Nations' economies. Topics include theories of economic development: Marxist theory, Classical theory, Rostov's takeoff theory, savings, investment and capital accumulation. Also the course examines economic issues facing Native Nations due to their unique relationship with Federal and State governments.

## **MANAGEMENT (MGT)**

### **MGT 320 Tribal Governments and Management (3)**

*Prerequisite: BUS 204, MGT 360.*

This course traces the history of tribal self-government, constitution, and the institutions in the students' respective tribes and management issues faced in tribal government. The focus will be on the effectiveness, participation and issues faced by Tribal governments in achieving Tribal objectives.

### **MGT 330 Tourism and Hospitality Management (3)**

*Prerequisite: ACC 201, MKT 240, BUS 204, 265 (optional), ECO 200 or 201.*

In this entryway course, students will be introduced to the major concepts, issues, and theories of tourism and hospitality as an economic sector and topic of academic study. The course will cover a broad range of topics related to the travel experience, from business development to the linkages between tourism as an industry and the impacts it has on communities and places. Students will also be introduced to key elements of the hospitality service industry and opportunities for employment within this industry.

### **MGT 340 Organizational Behavior (3)**

*Prerequisite: COM 121, ECO 201.*

Provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and work and non-work integration.

### **MGT 350 Human Resources Management (3)**

*Prerequisite: MGT 340, 360.*

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers if choice are considered.

### **MGT 360 Principles of Management (3)**

*Prerequisite: MKT 240, ECO 201.*

This course will cover important concepts on the knowledge needed to successfully manage an organization. The course will especially be useful for those newly promoted to supervisory and managerial positions within the private, public, or federal sector.

### **MGT 420 Tribal Enterprises and Entrepreneurship (3)**

*Prerequisite: ECO 201, ACC 310.*

This course will examine different types of business enterprises existing in various tribes as the tools for economic development, including Chapter 17 Federal Corporation charter. Students will examine large scale,

medium, small and micro business enterprises, tribal and private, operating within the tribal economy. Students will explore strategies to best utilize efficient combination of private and tribal enterprises to promote economic development.

### **MGT 425 Management Information Systems (3)**

*Prerequisite: Minimum grade of 'C' in MGT 360, 440.*

This is an introduction to management information systems. Topics include executive information systems, management information systems, decision support systems, expert systems, and emerging advanced systems. One-hour laboratory required.

### **MGT 430 Quality Management (3)**

*Prerequisite: BUS 265, MGT 340, 360.*

This course will present the various Total Quality Management (TQM) frameworks, concepts, and quality improvement tools necessary for implementing the quality culture that characterizes world-class organizations of the 21st century. TQM is aimed at continually improving performance over the long term by focusing on customers while addressing the needs of all stakeholders. Key actions necessary for transforming business and not-for-profit organizations into world-class organizations that deliver ever-improving value to their customers, clients and constituents will be explored.

### **MGT 440 Project Management (3)**

*Prerequisite: MGT 340, 360.*

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

### **MGT 450 Strategic Management (3)**

*Prerequisite: MGT 340, 360.*

This course deals with the development and implementation of organization strategy. It focuses on the perspectives, analytical techniques, and capabilities utilized by managers to improve an organization's probability of attaining sustainable competitive advantage and success in the long term.

### **MGT 460 Tribal Leadership Challenges (3)**

*Prerequisite: BUS 460, MGT 320, 420.*

This course will expose students to the traditional tribal leadership practices. Students will also study the current leadership theories and practices. The emphasis will be to help students develop their own leadership styles, philosophies and skills to be the future leaders in their respective communities.

## **MARKETING (MKT)**

### **MKT 240 Marketing (3)**

*Prerequisites: ENG 101, ACC 100, and either ECO 200 or 201. Prerequisite: ENG 101 for Fine Art Majors only.*

This course introduces students to basic marketing concepts and practices. Topics include the impact of external forces on marketing decisions, especially marketing on the Internet; marketing strategies; marketing aspects of business ethics and social responsibilities; and global marketing.

### **C.2. Diné Identity and Program Uniqueness**

The following statement in the Business course syllabi is related to Sq'ah Naaghái Bik'eh Hózhóón (SNBH), the Diné traditional living system, which places human life in harmony with the natural world and universe: "All courses integrate the Diné holistic teaching in accordance with the pedagogical paradigm; Nitsáhákees, Nahat'á, Iiná, and Sihasin, which are processes found in all aspects of nature. Students will understand themselves through the teaching of Naayéé'ee'ehgo Na'nitin (Protection Way Teachings) and Hózhóójik'ehgo Na'nitin (Blessing Way Teachings). This philosophy provides principles both for protection

from the imperfections in life and for the development of the student's well-being". (Mike, 2016)

The four-fold principles of the Diné traditional living system **Nitsáhákees**, Thinking; **Nahat'á**, Planning; **Iiná**, Implementation; and, **Siihasin**, Reflection and assurance can be applied to every aspect of life including business development. When followed in order and repeatedly, they are the foundation steps used by everyone, in every state, and in every country to start and maintain a successful business. (Denney, 2025)

In both ECO 200: Principles of Macroeconomics and ECO 201: Principles of Microeconomics, lectures are structured in a manner that allows for Navajo Nation experiences and understanding; this includes historical and cultural information to help clarify the economic resources harnessed by Navajo people; economic trends and adaptations practiced by Navajo people; and how economics can be articulated from Navajo cultural narratives. For example, when speaking upon Global Poverty, students are not only provided diverse perspectives from around the world upon the meanings and issues of poverty, but also how students can be informed about poverty from the Navajo world-view and based upon Navajo Creation Oral Tradition that explains how and why the Navajo Twin Warriors spared "Poverty" from extinction (Redhouse, 2025).

In BUS 460: Tribal & Federal Laws, students are encouraged to harness the Navajo Cultural paradigm mentioned above in order to develop their research project. Students begin with the first paradigm: Natsáhákees (Thinking) by exploring a research topic and within the context of the BUS 460 course description. After determining a research topic, students then proceed with the second paradigm: Nahat'a (Planning) by developing a Research Topic Proposal & Outline (RTPO); this includes stating the Research Title and followed by a list of bullet-points briefly explaining where the conversation will go and cover. In addition, students are encouraged to seek published sources and develop a Research Bibliography; books, magazines, newspapers, pamphlets, academic web-sites, online academic journals, audio/video documentaries; but no human subject interviews because that requires approval from Diné College's Institutional Review Board (IRB). The third paradigm: Iiná (Living/doing) requires students to develop, complete, and submit a Research Rough Draft that will be reviewed, assessed, and graded by the Instructor. Instructor feedback will be provided in order to help students make enhancements and improvements to their research project. From there, students will proceed with the fourth paradigm by reflecting upon the Instructor's constructive feedback and consider what steps to take in order to modify, enhance, and improve the research project. This 4-step process begins again in a circular motion and is applied to the Final Research Paper (Redhouse, 2025).

The four-fold principles of the Diné traditional living system **Nitsáhákees**, Thinking; **Nahat'á**, Planning; **Iiná**, Implementation; and, **Siihasin**, Reflection and Assurance places human life in harmony with the natural world and universe. And the system provides protection from the imperfections in life and for the development of well-being.

These same steps are critical in the process required to start and maintain a successful business and control personal finances. These four-fold principles are incorporated in Introduction to Business and Personal Finance course projects that link course topics to student's personal lives. Projects such as Personal Budgeting that require monthly updates throughout the semester showing how multiple cycles of the four-fold principles are so important to successful budgeting. All successful businesses and families with stable finances follow these four-fold principles of the Navajo people (Denney, 2025).

### **C.3. Instruction Method**

Initially, the program's 300/400 level courses were only taught within the Tsaile Main Campus, as a face-to-face lecture format. 100% of the 300/400 courses were lecture format because the Tsaile campus housed the

most resources for the first DC baccalaureate program, including the Library, Student Affairs, and enrollment numbers. As technology and educational resources evolved, so did the program, to include 20% taught through Interactive Television (ITV) and online courses through Blackboard. Instructional delivery method also includes hybrid classes, which included lecture format using Blackboard as a supplemental aid. Only 80% of the degree program courses were taught in a lecture format; this includes class group discussions, group assignments, and lab-hours for accounting courses.

Since 2014-15, there was a gradual increase in ITV course delivery based on student needs and faculty campuses but as ITV became more prevalent, ITV courses became more of a challenge. ITV courses gradually declined because of available ITV slots and scheduling. This includes technical issues, use, and mastery of ITV software.

Since March 2020, all DC courses are online/virtual due to the Navajo Nation health and safety regulations, because of the COVID-19 pandemic. Currently, the degree program courses are offered at all campuses/sites through Blackboard, Zoom and hybrid. Based on an approximate rise in enrollment from the online mandate, the School of Business is currently in the process of applying for accreditation as a completely online Bachelor of Arts in Business Administration with the HLC. This addresses a recommendation from the HLC site-visit in 2017, regarding expanding the program to all campuses and sites through distance education.

The BA in Business Administration degree program is accredited internally and by the Higher Learning Commission to be taught asynchronously in the Fall of 2020. Of the five business faculty members, only two are credentialed by Quality Matters, the college's chosen online and blended credentialing platform for faculty. Faculty must complete Quality Matters certification (7 courses), in order to teach online, asynchronous, courses. Although the business degree program was designed to be taught 100% online, business courses have to incorporate blended or synchronous modalities to accommodate students living beyond traveling distance to campuses/centers, to provide a level of hands-on learning and faculty to student interaction.

#### **C.4. Student Learning**

**PSLO1:** Identify Major Problems: Identify major problems facing business and economic development processes in their respective tribal economies.

**PSLO2:** Research and Recommend Strategies: Research and recommend creative and innovative strategies to overcome tribal business and economic problems.

**PSLO3:** Design Development Plans: Design and execute strategic development plans in their respective communities.

**Previous Bachelor of Arts Curriculum Map (2017-2025)**

| Courses                  |         |                             | Desired Program Outcomes |            |               |
|--------------------------|---------|-----------------------------|--------------------------|------------|---------------|
| Program Assessment Point |         |                             | Introduced               | Reinforced | Mast/Assessed |
| Prefix:                  | Crs. #: | Course Title                | #1                       | #2         | #3            |
| *BUS                     | 360     | Business of Gaming Industry |                          | X          |               |
| *MGT                     | 340     | Organizational Behavior     | X                        |            |               |
| MGT                      | 450     | Strategic Management        |                          |            | X             |
| MKT                      | 420     | Public Relations            |                          | X          |               |

**\*Potential courses to assess and collect artifacts.**

**Assessment Artifact Target**

AYs 2017-21: PSLO 1, 2, and 3 – Capstone project / Writing Sample - The BUS 420 Public Relations students report/plan will be used to assess the students' ability to comprehend specific strategies and tactics that influence Navajo Nation customer relations. This assessment will also be based on a group public awareness project to ensure students develop collaborative skills, identify a Navajo Nation complex issue, and disseminate roles and responsibilities. The sole purpose of the public awareness plan is to develop a plan that reflects a target audience, a campaign strategy and identify communication channels.

Number of students in BA Business Administration – 10

Sample size (artifacts) – 2 = 20% of students

Course name: BUS 420 Public Relations

Course Offered: Fall 2017-20

AYs 2017-21: PSLO 1, 2, and 3 - Capstone project / Writing Sample - The MGT 450 Strategic Management student reports will be used to assess their ability to develop an inclusive report demonstrating data collection/assessments, budget development, and overall business analysis of a local business. Throughout the semester, students will be required to assess and monitor the internal and external influences that impact a Navajo Nation business, in order to develop a proposed comprehensive strategic plan for the business.

Number of students in BA Business Administration – 10

Sample size (artifacts) – 2 = 20% of students

Course name: MGT 450 Strategic Management

Course Offered: Spring 2018-21

**Previous Assessment Plan:**  
**BUS 420 – Public Relations**

| Draft 1   | Oral Presentation | Peer Evaluation  | Final Paper |
|---|-------------------|------------------|-------------|
| <b>PSLO 1 - Identify major problems: Identify major problems facing business and economic development processes in their respective tribal economies.</b>     |                   |                  |             |
|   | Evidence Present  | Evidence Present | Archive     |
| <b>PSLO2: Research and Recommend Strategies: Research and recommend creative and innovative strategies to overcome tribal business and economic problems.</b> |                   |                  |             |
|   |                   | Evidence Present | Archive     |
| <b>PSLO3: Design Development Plans: Design and execute strategic development plans in their respective communities.</b>                                       |                   |                  |             |
|   |                   | Evidence Present | Archive     |

**MGT 450 - Strategic Management**

| Test 1  | Test 2  | Test 3  | Test 4  |
|---|---------|---------|---------|
| <b>PSLO 1 - Identify major problems: Identify major problems facing business and economic development processes in their respective tribal economies.</b>     |         |         |         |
|   | Archive |         | Archive |
| <b>PSLO2: Research and Recommend Strategies: Research and recommend creative and innovative strategies to overcome tribal business and economic problems.</b> |         |         |         |
|   |         | Archive | Archive |
| <b>PSLO3: Design Development Plans: Design and execute strategic development plans in their respective communities.</b>                                       |         |         |         |
|   |         | Archive | Archive |

**Previous Assessment Results (2017-2024):**

The Spring 2020 Program Student Learning Outcomes for the 300/400 business courses were assessed with an approval of 93.75%. There was a lack of indirect measurement in the methods of assessment of the 300/400 level courses. This is essential in documenting feedback from students, such as focus groups and student exit surveys. The MGT 450 Strategic Management writing assessment also addresses a student concern regarding hands-on assignments. This project is an evaluation of a Navajo Nation business or organization, which allows students to assess the internal and external factors that influence the business and create a strategic plan for the business.

All the business degrees need external assessment input from Navajo Nation business owners and professionals as to current trends and expectations for students and employment opportunities. Therefore, the School of Business Advisory Committee has to be re-established and incorporated into assessment of courses and programs.

Assessment is a continuous and ongoing learning process for the School of Business. The faculty meet at the beginning of every semester to evaluate and discuss the methods and approaches to assess courses, which ultimately reflects the program assessment. A recommendation from the HLC site visit was to define and clarify the “rigor” of the 300/400 level courses. The DC assessment process allows the business division to define the requirements, expectations, guidelines and proof of the “rigor” of the 300/400 courses.

### Current Bachelor of Arts Curriculum Map (2025-2029)

| PSLO Number | Program-Level Student Learning Outcome (PSLO)  | Alignment to Institutional Learning Outcomes | Course(s) where data for assessing the PSLO is gathered                     | How often is/are the course(s) offered?                              | Type of assignment or activity used to assess the PSLO | Do you use a rubric to grade the assignment or activity? If you do not use a rubric, how do you gather information about student performance at the PSLO level? |
|-------------|--|--|---|--|--|---|
| 1.          | Identify major problems:<br>Identify major problems facing business and economic development processes in their respective tribal economies.       | Knowledge                                    | MGT 450<br>Strategic Management<br><br>MGT 340<br>Organizational Behavior   | Every Spring semester (MGT450)<br><br>Every Fall semester (MGT 340)  | Test 1 (MGT 450)<br><br>Final Paper (MGT 340)          | Writing Rubric (MGT 450)<br><br>Integrative Learning VALUE rubric (MGT 340)   |
| 2.          | Research and Recommend Strategies:<br>Research and recommend creative and innovative strategies to overcome tribal business and economic problems. | Skills                                       | MGT 450<br>Strategic Management<br><br>MGT 350<br>Human Resource Management | Every Spring semester (MGT 450)<br><br>Every Fall semester (MGT 350) | Test 2 (MGT 450)<br><br>Final Paper (MGT 350)          | Writing Rubric (MGT 450)<br><br>Integrative Learning VALUE rubric (MGT 350)   |



|    |   |                      |   |  |   |   |
|----|---|----------------------|---|--|---|---|
| 3. | Design Development Plans: Design and execute strategic development plans in their respective communities. | Tradition Leadership | MGT 450 Strategic Management<br><br>BUS 460 Tribal and Federal Laws | Every Spring semester (MGT 450)<br><br>Every Fall semester (BUS 460) | Test 3 (MGT 450)<br><br>Final Paper (BUS 460) | Writing Rubric (MGT 450)<br><br>Integrative Learning VALUE rubric (BUS 460) |
|----|---|----------------------|---|--|---|---|

The new assessment process is essential to the business programs because faculty need to review and assess all the business programs. Not only is assessment a Higher Learning Commission standard that the college has to improve on, it has become a standard the business program needs to uphold to ensure the programs improve student outcomes, quality learning, to align with Navajo Nation industry needs and improve the program effectiveness.

This new four-year process will help evaluate year to year amendments, rubrics and community services, co-curricular services, planning, faculty and program engagement. The new assessment protocol will also incorporate direct measurements, like enrollment, persistence and retention. It will also include indirect measurements like student evaluations and faculty engagement.

#### **D. Program Faculty Profile**

##### **Milton Bluehouse, Jr., Associate Professor**

J.D., University of Wisconsin, Madison, Federal Indian Law, Constitutional Law, Business Law  
B.A., University of Arizona. Political Science, History

##### **James Denney, Instructor**

M.B.A. University of Guam, Business Administration  
B.B.A. University of Guam, Finance and Economics

##### **Juanita Fraley, Associate Professor, Emerita**

M.B.A., Gonzaga University, Business Administration  
B.A., University of Northern Colorado, Business Teacher Education  
B.S. University of Northern Colorado, Office Administration

##### **King Mike, Instructor, Emeriti**

M.B.A., University of Southern California, Business Administration  
B.A., Fort Lewis College, Business Administration

##### **Gloria Price, Instructor**

M.V.E., Northern Arizona University, Vocational Education  
B.S., Northern Arizona University, Vocational Education  
B.A., Northern Arizona University, Business Administration

**Gregory I. Redhouse, Assistant Professor**

Ph.D., University of Arizona, American Indian Studies

M.S., University of Houston, Victoria, Economic Development &amp; Entrepreneurship

M.A., University of Arizona, Higher Education

M.A., University of Arizona, American Indian Studies

B.A., University of Arizona, Political Science

**Rosalind Smith, Assistant Professor**

MAcc, University of Phoenix, Accountancy

B.S., Southern Utah University, Accountancy

A.S., College of Eastern Utah, Business Administration

**D.1. Faculty Profile over a four-year period.****Table 2: Overview of Program Faculty**

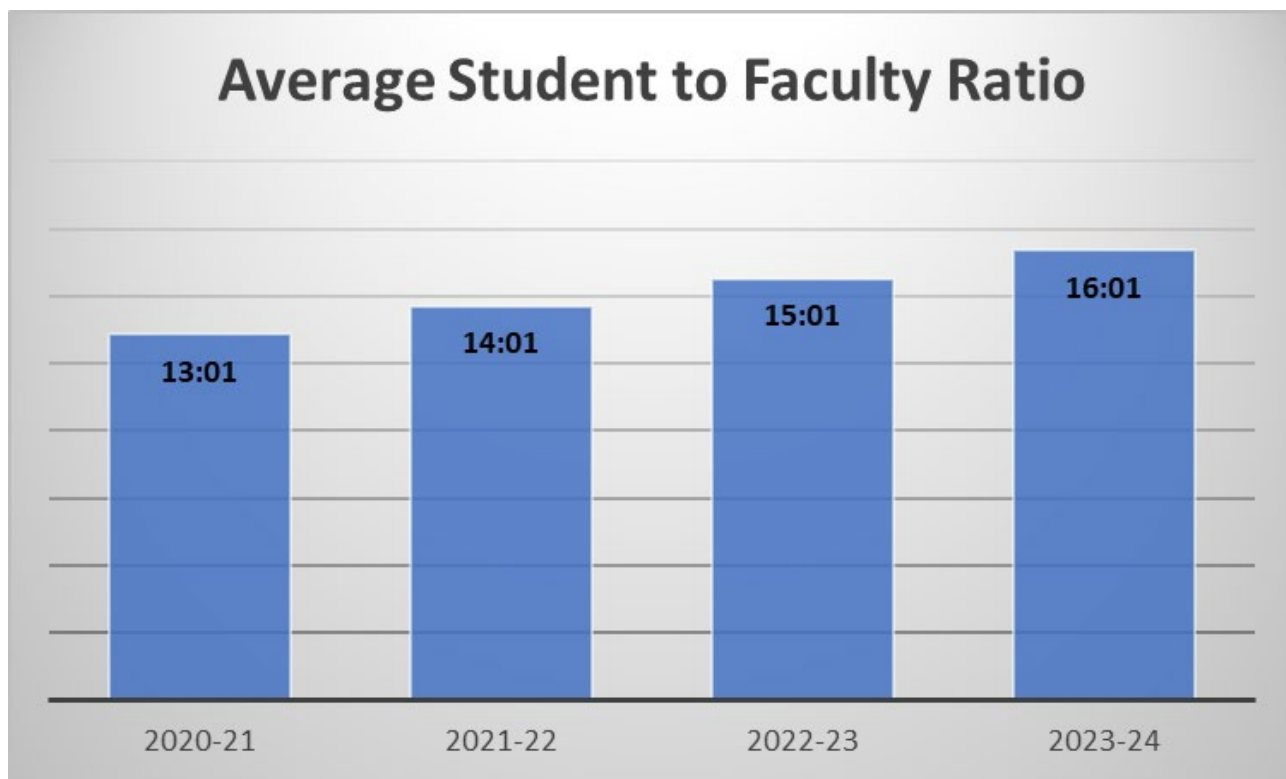
| <b>Academic Year:</b>                    | <b>2020-21</b>  | <b>2021-22</b>  | <b>2022-23</b>  | <b>2023-24</b>  |
|--|---|---|---|---|
| <b>Total Program Faculty/Instructors</b> | <b>6</b>  | <b>6</b>  | <b>6</b>  | <b>6</b>  |
| <b>Full-Time Faculty:</b>                | 6   | 6   | 6   | 6   |
| <b>Education (PhD, MA, BA)</b>           | 1 PhD, 5 MBA  | 1 PhD, 1 JD, 4 MBA  | 1 PhD, 1 JD, 4 MBA  | 1 PhD, 1 JD 4 MBA   |
| <b>Rank</b>                              | <i>4 Ranked:</i> <ul style="list-style-type: none"> <li>• 1 Associate Professor,</li> <li>• 3 Assistant Professors</li> </ul> | <i>4 Ranked:</i> <ul style="list-style-type: none"> <li>• 2 Associate Professor,</li> <li>• 2 Assistant Professors</li> </ul> | <i>4 Ranked:</i> <ul style="list-style-type: none"> <li>• 2 Associate Professor,</li> <li>• 2 Assistant Professors</li> </ul> | <i>4 Ranked:</i> <ul style="list-style-type: none"> <li>• 2 Associate Professor,</li> <li>• 2 Assistant Professors</li> </ul> |
| <b>Adjunct Faculty:</b>                  | 3   | 3   | 3   | 4   |
| <b>Education (PhD, MA, BA)</b>           | 3 MBAs  | 3 MBAs  | 3 MBAs  | 4 MBAs  |
| <b>Rank</b>                              | 0   | 0   | 0   | 0   |
| <b>Gender (Female/Male)</b>              | 2/4   | 2/5   | 2/5   | 3/4   |
| <b>Race/Ethnic (Native/Non-Native)</b>   | 4/2   | 4/2   | 4/2   | 4/2   |
| <b>Salary Range</b>                      | \$48,000-\$65,000   | \$48,000-\$65,000   | \$52,000-\$65,000   | \$52,000-\$65,000   |

**D.2. Average Student/Faculty Ratio over a four-year period.**

This section of the review shows the student to faculty ratio over a four-year period.

**Table 3: Overview of Student to Faculty Ratio**

| Academic Year:                   | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|----------------------------------|---------|---------|---------|---------|
| Average Student to Faculty Ratio | 13:1    | 14:1    | 15:1    | 16:1    |



**Student to Faculty Ratio per Academic Year**

BA Student to Faculty ratio increased from AY '21 to AY '24, by 23%.

#### **D.4. Full-time Faculty Management**

SBSS faculty are supported and mentored mainly through teaching, professional development and recently, faculty research.

Teaching loads: faculty workload has always been a concern for all faculty, especially as more bachelor programs were created and in terms of balancing teaching workload and research agendas. Faculty are to teach 30 credit hours per academic year, but can subsidize workload with committee chair positions and service project plans that benefit programs or the schools. Benefits include overload and service agreement compensation.

Professional development: faculty are allowed professional development opportunities at their own discretion but must benefit the school and its programs. The college has also implemented an online credentialing certification for faculty to teach asynchronously, Quality Matters (QM). Faculty are required to complete the QM training, in order to teach online and blended courses. The human resources department also gives free mandatory training for all faculty and staff.

Research opportunities: recently, the late Dr. Charles M. Roessel, former DC President, implemented a new research initiative, Na'alkaah Bee Honít'i: Research, Innovation and Practice department, to bring research funding and opportunities to all DC schools and programs. These initiatives offer faculty the opportunity to contribute to the Navajo Nation, their programs, and their students. Through the Na'alkaah Bee Honít'i: Research, Innovation and Practice office, resources, training, guidance and support are given to faculty and staff who want additional support through funding, grants, and infrastructure.

Faculty ranking and promotion: the faculty ranking and promotion committee also allows faculty to be ranked based on their credentials, years of teaching experience, research and community service. Faculty salary is adjusted based on ranking and the approval of the school dean and the Department of Human Resources.

Salary and benefits: through a salary study done in 2021, the college was able to adjust faculty pay to be aligned with colleges and universities with the similar enrollment, isolated demographics and student needs. The college also provides fringe benefits for full time faculty, like health/dental/vision insurance, a retirement plan and employee time off.

Faculty governance and committees: faculty are entitled to participate and manage the DC Faculty Association, an organization that represents the well-being, rights, employment and resources for the best interest of faculty members. Faculty can also volunteer or be assigned roles and responsibilities associated with committee work, task forces, or working teams.

Teaching performance: each academic year, faculty are evaluated by the school dean, who in turn makes recommendations for salary adjustments and contract renewal. The evaluation of faculty is also based on the following:

- Student evaluations: feedback from students is gathered and available for faculty based on their course/classroom/online portal effectiveness, learning experience and course content.
- Classroom evaluations and online portal review: the dean is responsible for the direct observation of teaching practices and classroom resources/material. This includes online portals and blended classroom observations.

#### **D.5. Part-time Faculty Contribution and Evaluation**

Adjunct faculty contribute to the business program by supplementing the teaching load for full time faculty, and also contributing expertise and different perspectives to business curriculum. Adjunct faculty also allow for flexibility and diversity based on their professional experience and can be cost effective. Some of our current adjunct faculty are the school's alumni. This opportunity gives the former students some diversified work experience and allows them to "give back" to the program.

Currently, adjunct faculty are not evaluated like full time faculty but are expected to meet the same criteria. The next step is to have all SBSS adjunct faculty evaluated based on the current faculty evaluation standards or create a separate adjunct faculty evaluation.

#### **D.6. Reflection**

The business faculty and all the SBSS faculty are entitled to academic/intellectual freedom to teach based on their experience and what they believe students need to comprehend for employment and to pursue graduate degrees. Curriculum, methodologies and resources are not forced on faculty. Teaching becomes a

responsibility of faculty, to create a learning environment that reflects the business faculty's expectations and impacts on Navajo Nation communities.

On the other hand, as the cost of living rises, so does the need to compensate business faculty equitably to ensure job security and to motivate them for student success. This includes reducing workload to accommodate research and a work-life balance.

## E. Student Profile

This section of the review analyzes students of the program.

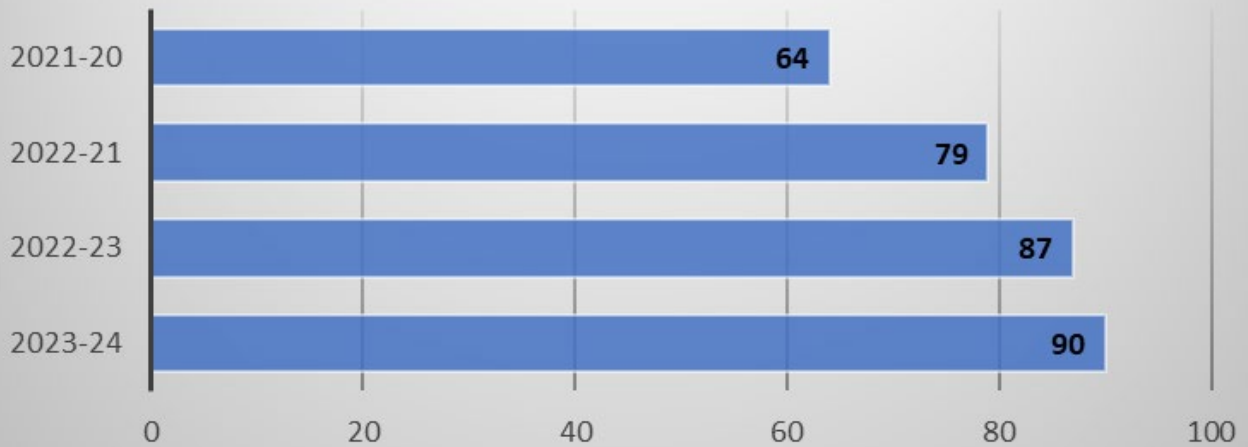
The BA program serves students just out of high school, those employed (past or present) preparing to advance in their degree program and chosen field and transferring students from other colleges. Students reside in all parts of Arizona but also in many other states. The updated data reveals the primary range of business students are non-traditional students within the age range of 25-29 years old, a majority are female and a majority Native American (Navajo).

### E.1. Student demographics over a four-year period.

**Table 4: Overview of Student Profile**

| <b>Academic Year:</b>  | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|----------------|----------------|----------------|----------------|
| <b>Full-Time &amp; Part-Time Students – unduplicated, includes fall, spring and summer terms</b> | 64             | 79             | 87             | 90             |
| <b>First Time First Year Enrollees</b>   | 0              | 0              | 0              | 1              |
| <b>Transfer Students</b>   | 1              | 0              | 4              | 2              |
| <b>Pell Grant Recipient – at least one term</b>  | 51             | 61             | 72             | 77             |
| <b>Gender = F/M</b>  | 53/11          | 63/16          | 75/12          | 74/16          |
| <b>Race/Ethnic = Native/Non-Native</b>   | 64/0           | 64/0           | 86/1           | 89/1           |
| <b>Age Range:</b>  |                |                |                |                |
| <b>13-17</b>   | 0              | 0              | 0              | 0              |
| <b>18-21</b>   | 0              | 0              | 1              | 2              |
| <b>22-24</b>   | 4              | 6              | 8              | 9              |
| <b>25-34</b>   | 24             | 21             | 25             | 19             |
| <b>35-49</b>   | 29             | 38             | 39             | 43             |
| <b>50 &amp; Older</b>  | 7              | 14             | 14             | 17             |

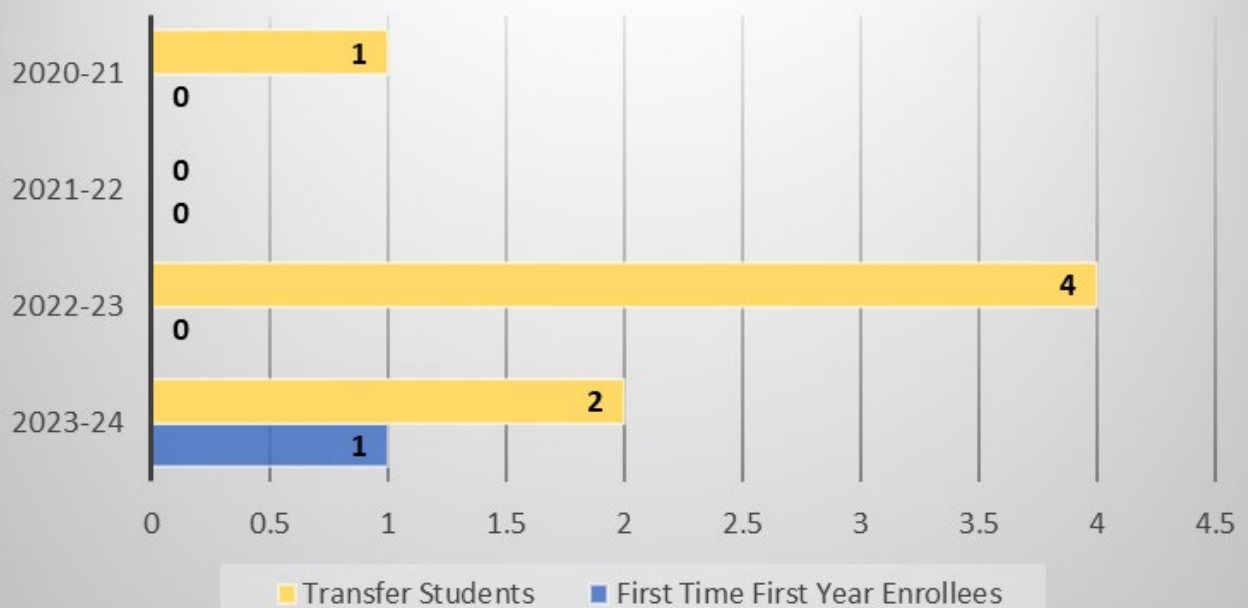
## Full-Time & Part-Time Students – unduplicated, includes fall, spring and summer terms



### Unduplicated Full-Time and Part-Time Students - Per Academic Year

The BA Degree Program Experienced a 41% Increase in Students from AY 2021 to AY 2024.

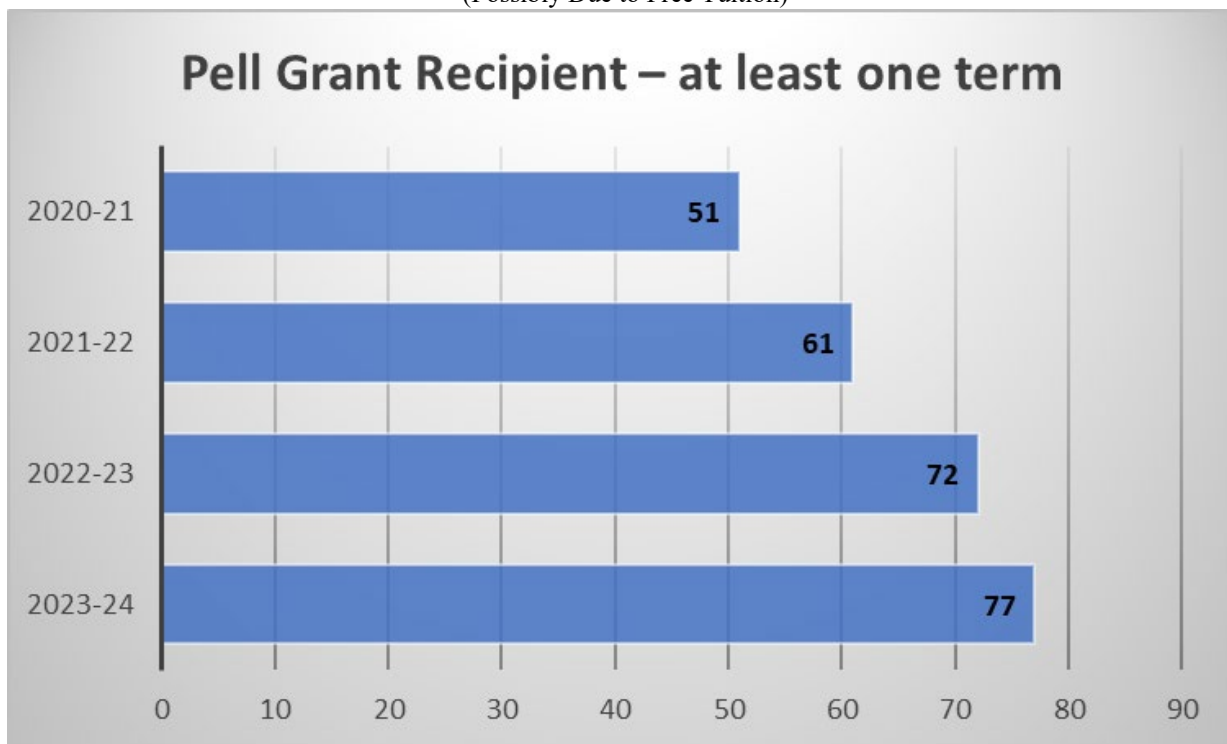
## First Year Enrollees and Transfer Students



### First Year Enrollees Plus Transfer Students Per Academic Year

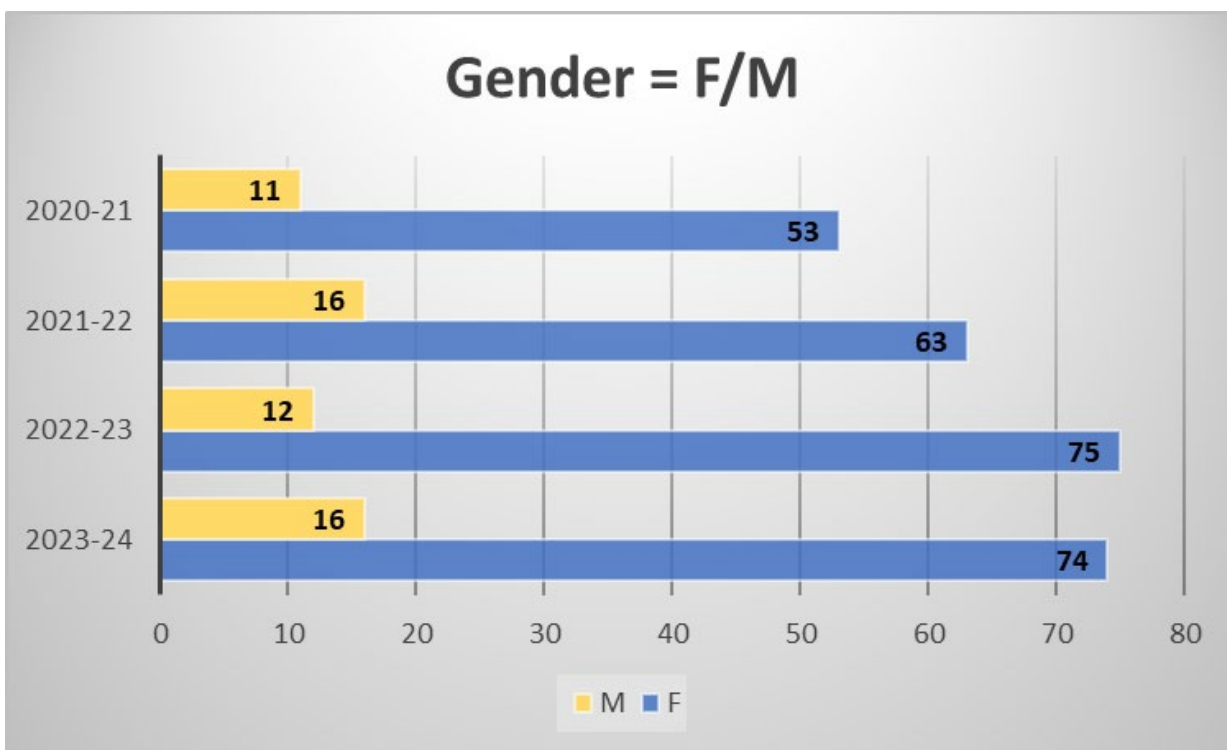
The BA Degree Program had more Transfer Students than First Time, First Year Enrollees.

(Possibly Due to Free Tuition)



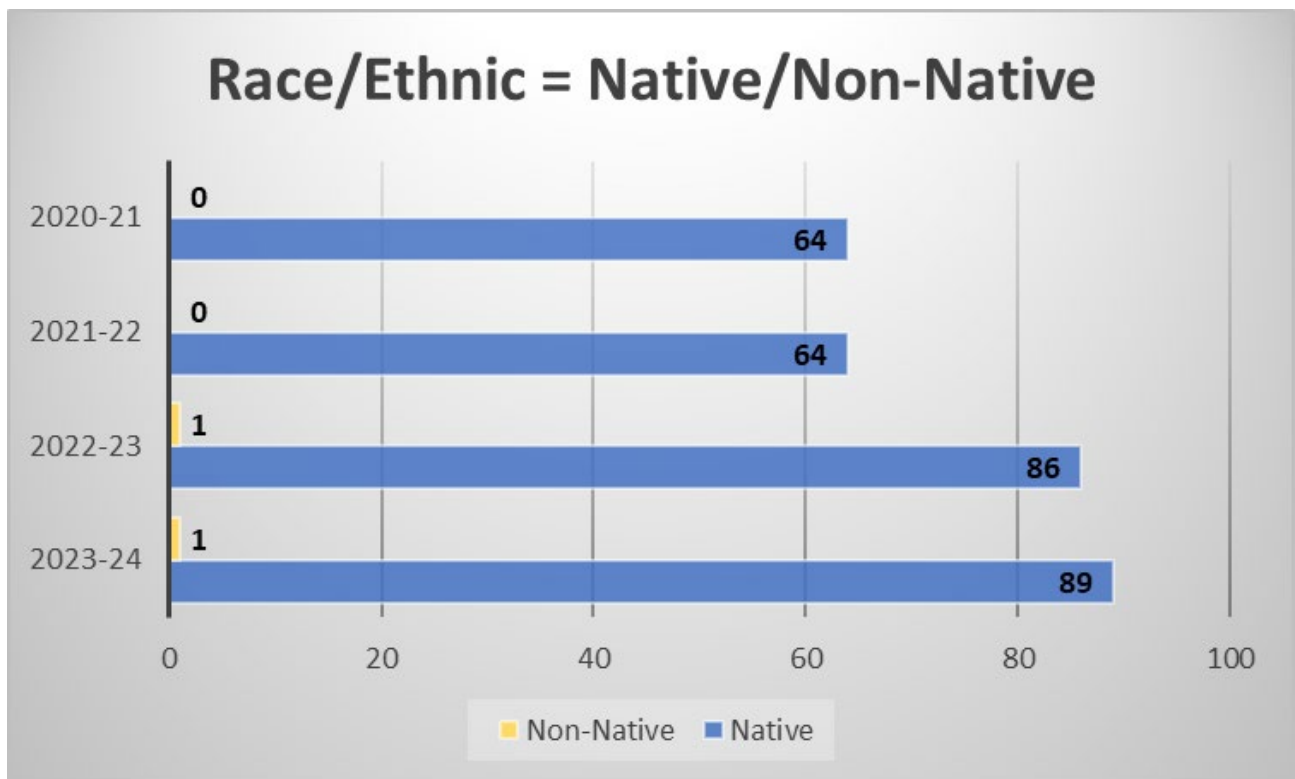
#### Pell Grant Recipients per Academic Year

The BA Degree Program gained a 51% increase from AY 2021 to AY 2024.



#### Gender: Female vs Male

In the BA Degree Program, Females have always outnumbered Males by over 290%



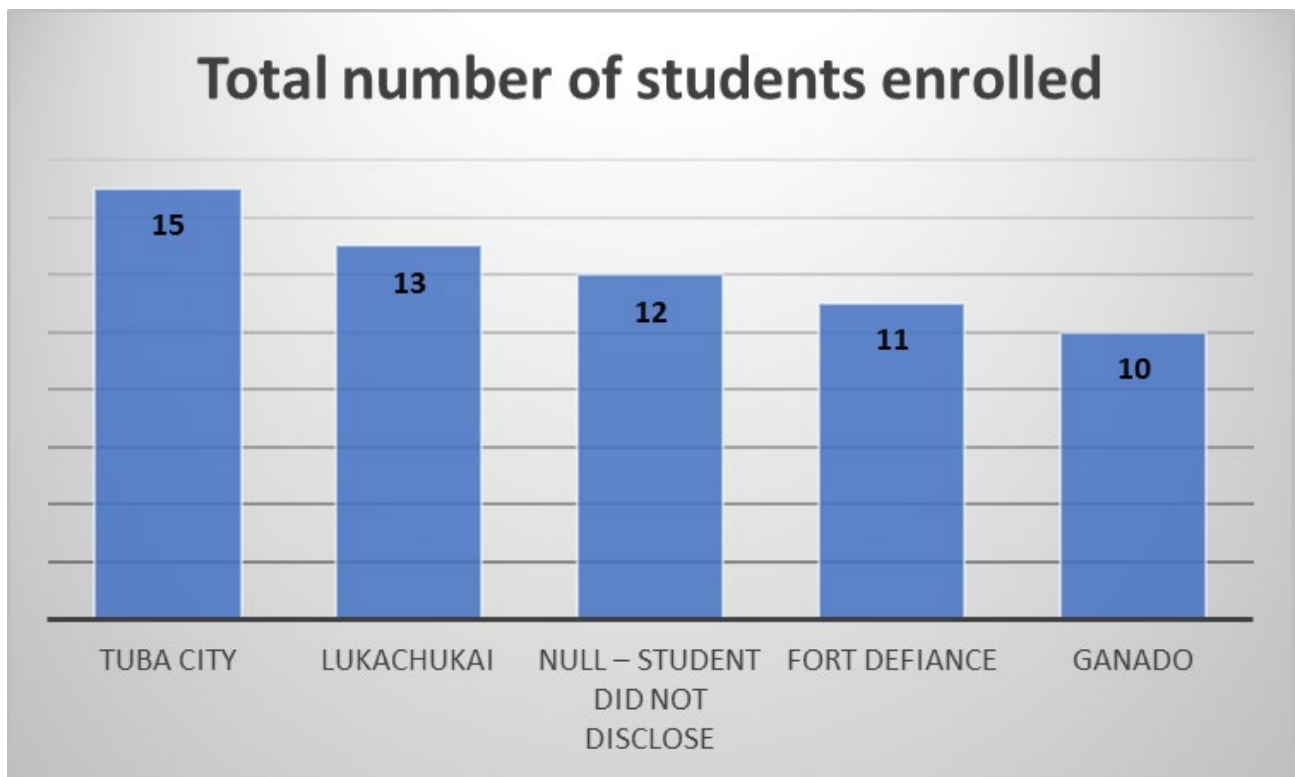
**Native American vs Non-Native Students**

#### **E.2. Student by Chapter affiliation – Top 5 over a 4-year period**

**Table 5: Overview of Student by Chapter**

| Chapter                         | Total # of students enrolled |
|---------------------------------|------------------------------|
| Tuba City                       | 15                           |
| Lukachukai                      | 13                           |
| Null – student did not disclose | 12                           |
| Fort Defiance                   | 11                           |
| Ganado                          | 10                           |





#### Total Number of Students by Chapter

Tuba City has Attracted the Largest Number, 25%, of Students in the BA Degree Program.

## F. Student Engagement and Learning Opportunities

### F.1. Community Engagement

Herein is a brief summary of contributions made by the School of Business faculty:

- Since 2014, the business division sponsors, coaches, and takes five business students to the annual American Indian Higher Education Consortium (AIHEC) Student Conference to compete in the Business Bowl Competition. Students compete with other business students from other Tribal Colleges and Universities.
- Each year, business faculty arranges travel for seniors and juniors to attend the Tribal Economic Outlook Conference at CAIED, NAU. The conference occurs during the Fall and Spring semesters each academic year.
- Since 2015, two business faculty have sponsored the American Indigenous Business Leaders (AIBL) organization at the Tsailé Campus. This DC club fund raises and organizes community service events on campus to participate in the annual AIBL Conference.
- Advised students at the beginning of the semester, and throughout the semester (Fall and Spring Semesters) including the School as a whole (Shiprock and Tsailé Students). Assist students with their Graduation Checklist (Appendix #11) and Course Sequence throughout the semester (Fall and Spring Students). Assist students fill out their Graduation petitions, letters of recommendations, etc.
- The Business Incubator for Diné College project with four B.A. degree program seniors has produced a Business Plan, Brochure, Grant Application reference manual of all forms and certificates required by businesses on the Navajo Nation. Most importantly, it gives credit to the Regional Business Development Office (RBDO) for being able to start-up a business in weeks and not years. 2015 Spring
- A faculty member served as the Principle Investigator and ‘Supervisor’ of a team of four B.A. senior’s

interns, assigned the task of designing a Business Incubator for Diné College. The business plan explains how this could provide benefits to the Navajo entrepreneurs, Diné College and the students and ultimately to the Navajo Nation's economy.

- Students in the BUS 340, Technical and Grant Writing, class studied the concepts of Business Incubators as a foundation from which to search for grants. The class and instructor had a very informative visit to the San Juan College (SJC) Enterprise Center (SJC is very successful and effective with their Business Incubator) at the Farmington campus. 2015 Spring
- Division Chair and faculty travel from Shiprock Campus to Tsaile Campus every Monday, Tuesday and Wednesday for Chairperson's Meeting and to deliver 300 and 400 level courses.
- Attended the annual New Mexico Fall and Spring Articulation Meeting in Albuquerque, New Mexico. (October and April)
- Attended the annual Arizona Fall Articulation Meeting in Phoenix, Arizona.
- Attended the annual Navajo Nation Economic Development Summit Conference.
- Developed and presented a Small Business Development Seminar for the Navajo Division of Economic Development.
- Financial Consultant on a voluntary basis for Diné Bi Iina, grassroots 501 (c). (Each year, year around).

## **F.2. High Impact Practices**

The first two semester courses are designed to help students transition into college. This is accomplished by frequent writing, drafting and revising, and collaborative learning projects. Undergraduate Research projects are assigned in Navajo history and culture classes (General Education courses). In addition, they do research in ENG 101 and 102, College Composition I and II. Research papers are required in ECO 200, Principles of Macroeconomics, ECO 201, Principles of Microeconomics, as well as MKT 240, Marketing.

Interaction with faculty and peers is encouraged by:

1. Assigning group activities and projects;
2. Reflective and integrative learning course activities that relate subject matter back to family and community life; and,
3. Frequent constructive feedback by the instructors.

With past APRs and input from the Higher Learning Commission, rigor and internal standards were a concern as students transitioned from an AA to BA program in Business Administration. Faculty and students are expected to write, begin research practices and understand business methodology and apply self-discipline with an average 15 credit hour semester for full-time students. Below are examples from business faculty in classroom practices that help students achieve higher standards of education.

BUS 460: Tribal and Federal Laws introduces students to the historical cornerstones of Federal-Indian Law and Policy of the early 19th century; this includes examining how three major court cases stemming from the Marshall Trilogy continue to impact and influence ongoing political and socio-economic relationships between the Federal Government, State Governments, and Tribal Governments throughout the 19th century and into the early 21st century. Depending upon their chosen research topic, BUS 460 students examine and incorporate aspects of Federal-Indian Law to help elaborate and elucidate upon how tribal communities and their plans for economic development and growth are supported and/or limited by those historic policies. Students are then encouraged to not only identify the setback, but to be problem-solvers and to provide recommendations as to how Native Nations can explore their options, provide alternative solutions, and address ongoing problems faced by Indigenous peoples (Redhouse, 2025).

In ACC 310 Governmental & Not-For-Profit Accounting students analyze an Annual Comprehensive Financial Report (ACFR) for a State, County, or City governmental organization. The components of the final product must provide an overview of the government-wide financial statements, fund-basis financials statements for the governmental activities, business-like (Proprietary) activities, and Fiduciary activities, including the measurement focus and basis of accounting in compliance the generally accepted accounting principles, GASB, and FASB. Students conduct an analysis of the accounting and financial reporting of the governmental entity, prepare a PowerPoint presentation, and submit an oral video presentation for peer-grading (Smith, 2025).

### **F.3. Co-curricular**

#### **i. Library Services**

The Diné College Library System is located on the Tsaile, Shiprock (south campus), and Crownpoint sites. Library access and services are provided to students, faculty, staff, and the local community. In addition to books, the library's homepage gives access to electronic databases and other resources.

Special collections are available in the campus libraries. At the Tsaile campus, the Kinyaa'aanii Library houses the R.C. Gorman Collection, a large movie and documentary selection, an extensive juvenile literature section, and a large selection of Navajo and Native American books in the Moses-Donner Indian Collection. At the Shiprock campus, the Senator John Pinto Library houses the David Brugge Collection of books, journals, and archaeological studies. The library at the Crownpoint site houses the Mary Shepardson Collection, a must-see for Navajo researchers.

Each campus library also houses Indian Collections, a non-circulating collection of research materials relating to Diné and Indigenous studies. These include the Moses-Donner Indian Materials, David M. Brugge Collection (in development) and books and materials relating to Native American studies.

The Library's Homepage provides access to a wide range of electronic resources used in research of databases, services to faculty and students, and descriptions of the special collections housed on each campus library.

The Diné College Library provides supplemental books and videos that can be accessed online and/or in-person. BUS 460: Tribal & Federal Laws has utilized particular DVD documentaries that have been transferred from the Shiprock Campus to Tsaile Campus when requested. And the Online Academic Journals allows the instructor to access JSTOR for particular articles relevant to the curriculum covered in BUS 460; PDF articles are downloaded and shared with students in the CANVAS system (Denney, 2025).

#### **ii. Student Success Services**

The holistic approach (as defined below) of Student Success Services (aka: Student Services and Student Affairs) more than meets the "needs of the program" in the areas of Academic Advising, Retention, Transfer Assistance and First Year Experience. They also open communications (and/or become the mediator) between students and numerous other offices within the college who are essential in maintaining student retention. These can include offices of the Registrar, Financial Aid, Recruitment, Learning Center, Athletics, Residential Life, Student Wellness, Career Education and Advancement, and Student Mental Health. The number of these services are greatly increased when faculty and staff understand that they do not need to identify a student's problem – they just need to promptly refer that student to the Student Services Center.

#### **F.4. Course Satisfaction**

The school evaluation data was not broken down to individual programs, courses or faculty assessments. The evaluation report stated the instructor's knowledge and fair grading practices were strong. This includes the use of real-world applications as a way to engage students, mainly in the business law and marketing courses. Students also acknowledged a strong sense of online flexibility that allows students to work and complete their course work (OIPR, 2024).

Areas of concern were also based on online courses. Students acknowledged a low level of engagement in online courses. Students admitted they felt and sensed a disconnect with faculty members within their online courses. Students recommended a synchronous approach to online courses, like weekly Zoom sessions to check-ins and to record lectures so there is a sense of engagement and human relations. Students also acknowledged a need for real-world applications and scenarios to help them comprehend course content, additional case studies, hands-on projects, and guest speakers. Students also recommended industry collaborations and networking opportunities. Finally, students found assignments due dates were too close together, not allowing them enough time to complete assignments. Students recommended working with other faculty members to stagger deadlines to help with assignment completion (OIPR, 2024).

#### **F.5. Graduation Survey**

The SBSS did not receive graduation data on the business program.

### **G. Resources**

#### **G.1. Facilities**

Diné College provides instructional services to seven sites on the Navajo reservation. Three in Arizona (Tsaile, Tuba City, and Window Rock); plus, two in New Mexico (Shiprock and Crownpoint), and two microsites (Aneth, UT, and Newcomb, NM). Previously, all sites have at least one regular classroom and one ITV classroom. Three sites have libraries, Tsaile, Shiprock and Crownpoint, with the main library housed in Tsaile.

The Diné College's Tsaile facilities, used by the School of Business for the four-degree programs, include four classrooms (a regular classroom, two computer labs and one ITV classroom (shared with other academic Schools), four faculty office spaces, and an office space for two administrative/clerical/college work-study and staff/employees. All classrooms except the ITV classroom, which has its own projection method, have a projector connected to an instructor computer for faculty presentation usage.

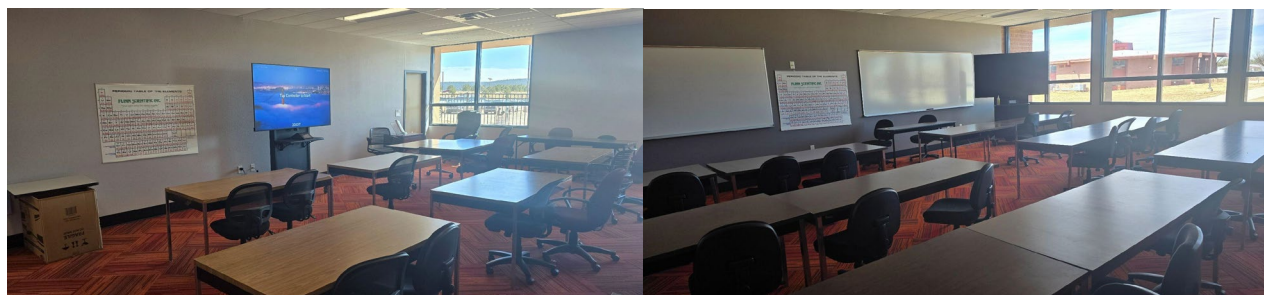
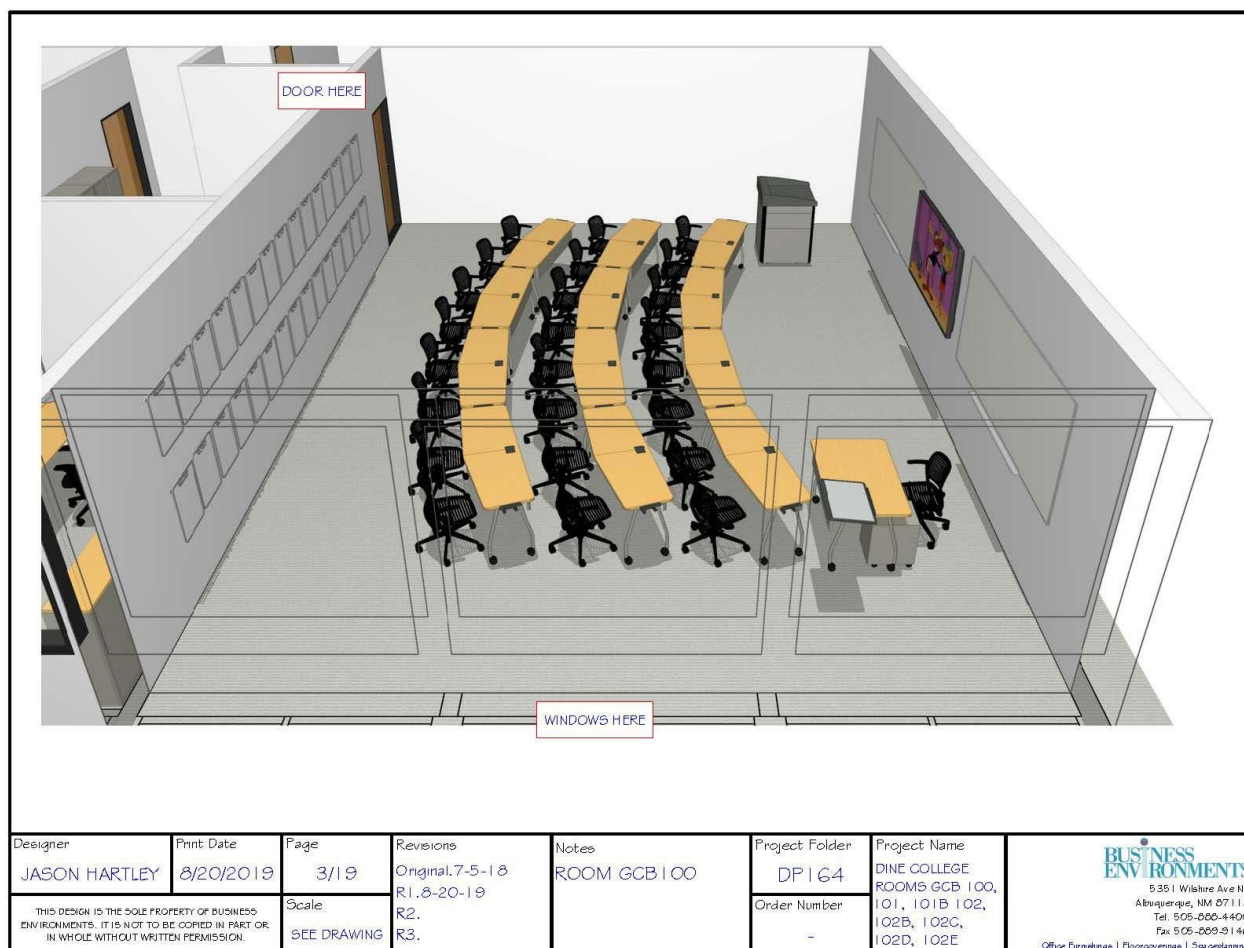
#### **Gorman Classroom Building— Previous BASET Division Classrooms/Offices**

*Previous Computer Labs:* One computer lab house nineteen desktop computers and a printer for students' usage including a desktop computer and projector for faculty usage. The other computer lab houses eighteen desktop computers and one printer including a desktop computer with a projector for faculty use. The Computer labs are specifically for School of Business student usage but are used by students from other Schools when classes are *not* in session.

*Classroom and Lab Issues:* The primary issue concerning the Tsaile School of Business' offices, classrooms and computer labs is that they were in dire need of renovation. The electrical system for the offices and GCB 101 is running at an overload status. Adding one more computer or printer to either location *blows* the circuit. While the College is updating the computers in the labs, the labs and classrooms themselves need to be renovated. Students complained essentially about the temperature in the classrooms, it is either too cold or too

On a positive note, all business classrooms, GCB 101, 101 and GCB 103, are currently being renovated, including the replacement of furniture, technology hardware, technology infrastructure, and the HVAC system.

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Library: The Diné College library system is located on the Tsailé, Shiprock, and Crownpoint sites. Collectively, the College owns about 124,000 volumes. Most of the School of Business resources are available at all campuses and centers via the DC Website. When the degree program began, the College invested in a collection of approximately 500 electronic books. The library also provides training on research, APA writing protocol, and numerous databases for business related publications, research resources, case studies, and academic articles. The BUS 485, Policy Development and Analysis, course solely uses case studies and articles from the DC database.

In addition, the College provides students with access to several electronic, periodical literature, most of it in full text including Business Source Complete and EconLit with full text. The College carefully collects books pertaining to the Business degree programs (Denney, 2018).



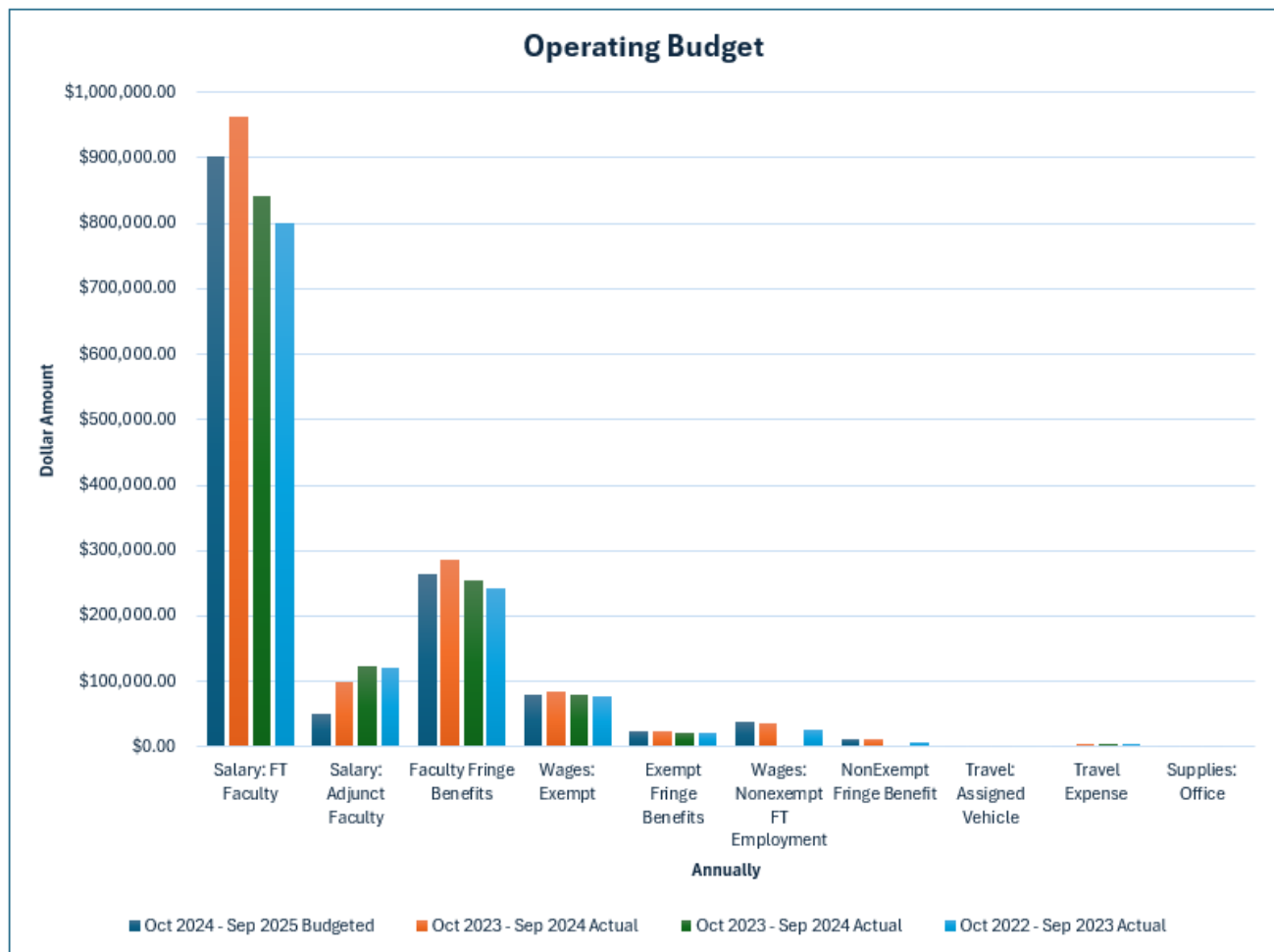
## G.2. Operating Budget

With the creation of the School of Business and Social Science in 2018, the previously separate program budgets were combined into one integrated budget. Neither program is allocated a specific financial provision; therefore, all degree programs within the school must share the same budget.

| <b>SBSS<br/>Line Item Description:<br/>01A-1912-5***</b> | <b>Oct 2024 - Sep<br/>2025<br/>Budget</b> | <b>Change</b> | <b>Oct 2023 - Sep<br/>2024<br/>Budget</b> | <b>Oct 2023 - Sep<br/>2024<br/>Actual</b> | <b>Oct 2022 - Sep<br/>2023<br/>Actual</b> |
|--|---|---------------|---|---|---|
| Salary: FT Faculty                                       | \$901,837.00                              | 6%            | \$961,784.00                              | \$842,529.75                              | \$800,434.92                              |
| Salary: Adjunct Faculty                                  | \$50,000.00                               | 49%           | \$98,000.00                               | \$123,860.11                              | \$122,230.21                              |
| Faculty Fringe Benefits                                  | \$264,639.00                              | 8%            | \$286,698.00                              | \$255,035.37                              | \$242,668.10                              |
| Wages: Exempt  | \$80,000.00                               | 6%            | \$85,000.00                               | \$78,761.69                               | \$76,211.33                               |
| Wages: Exempt Temp<br>Employment                         | \$0.00                                    | 0%            | \$0.00                                    | \$0.00                                    | \$0.00                                    |
| Exempt Fringe Benefits                                   | \$23,032.00                               | 6%            | \$24,472.00                               | \$22,675.60                               | \$21,941.23                               |
| Wages: Nonexempt FT<br>Employment                        | \$37,440.00                               | 1%            | \$37,237.00                               | \$1,576.50                                | \$25,743.23                               |
| NonExempt Fringe Benefit                                 | \$10,779.00                               | 1%            | \$10,721.00                               | \$453.87                                  | \$7,411.46                                |
| Wages: Students  | \$0.00                                    | 0%            | \$0.00                                    | \$0.00                                    | \$0.00                                    |
| Travel: Assigned Vehicle                                 | \$350.00                                  | 17%           | \$300.00                                  | \$336.54                                  | \$263.52                                  |
| Travel Participant                                       | \$0.00                                    | 0%            | \$0.00                                    | \$0.00                                    | \$0.00                                    |
| Travel Expense   | \$1,500.00                                | 62%           | \$3,900.00                                | \$5,237.60                                | \$4,252.18                                |
| Supplies: Instructional                                  | \$0.00                                    | 100%          | \$500.00                                  | \$0.00                                    | \$0.00                                    |
| Supplies: Office   | \$500.00                                  | 233%          | \$150.00                                  | \$374.80                                  | \$0.00                                    |
| Supplies: Operating                                      | \$0.00                                    | 100%          | \$250.00                                  | \$0.00                                    | \$0.00                                    |

|                              |            |      |            |            |            |
|------------------------------|------------|------|------------|------------|------------|
| Supplies: Postage/Freight    | \$0.00     | 100% | \$50.00    | \$0.00     | \$0.00     |
| Supplies: Printing/Binding   | \$100.00   | 93%  | \$1,500.00 | \$54.99    | \$0.00     |
| Supplies: Dues/Subscription  | \$350.00   | 0%   | \$350.00   | \$246.00   | \$323.50   |
| Rental: Equipment            | \$0.00     | 0%   | \$0.00     | \$0.00     | \$0.00     |
| R & M: Vehicles              | \$0.00     | 0%   | \$0.00     | \$0.00     | \$0.00     |
| R & M: Other                 | \$0.00     | 0%   | \$0.00     | \$0.00     | \$0.00     |
| Contract: Consultants        | \$0.00     | 100% | \$2,000.00 | \$0.00     | \$0.00     |
| Contract: Consultant Expense | \$0.00     | 100% | \$1,000.00 | \$0.00     | \$0.00     |
| Stipends                     | \$0.00     | 0%   | \$0.00     | \$0.00     | \$0.00     |
| Contract: Honorarium         | \$0.00     | 100% | \$300.00   | \$0.00     | \$0.00     |
| Vacancy Advertisement        | \$0.00     | 0%   | \$0.00     | \$0.00     | \$0.00     |
| Food Service                 | \$1,500.00 | 0%   | \$1,500.00 | \$0.00     | \$0.00     |
| Training: Seminar Fees       | \$0.00     | 0%   | \$0.00     | \$524.00   | \$230.00   |
| Advertising/Promotion        | \$0.00     | 100% | \$1,500.00 | \$0.00     | \$0.00     |
| Oth Exp: Awards, Gifts       | \$3,500.00 | 67%  | \$2,100.00 | \$3,039.48 | \$1,655.00 |





In the past APRs, Mr. Levi Esquerro, 2017 NAU External Evaluator, stated concerns about faculty salary. DC ultimately approved a faculty ranking system that aids in a formal process of ranking full-time faculty and adjusting their contract salary based on their ranking salary range. Within the past year, 42% of the SBSS budget was spent on business faculty salary, including fringe benefits: \$439,026.65, operating costs cannot be determined based on the combined budget of business and social sciences, and there have been no co-curricular expenses since the COVID-19 pandemic. Co-curricular activities were a cost share between clubs/organizations and the SBSS.

## H. Review

Since the integration of the business and social and behavioral science programs, programs and faculty were not allowed to meet as programs/departments. We, as the business program, were told, if we meet as programs/departments, we would be, “written up.”

Now that these directives no longer exist and the COVID-19 pandemic is over, the business program faculty have to reconnect and reconvene to not only assess the programs but to assess courses, program/course modality, faculty and curricula. This includes making improvements for our students, eliminating the “AA culture/mindset,” contributing to the upcoming DC Academic Master Plan and moving beyond a “compliance” mindset. This includes aligning our business program goals to the college’s strategic goals to

ensure budgets, programs, and compensations are aligned to the college's mission, vision and purpose: student success.

The business academic program review has also enlightened the faculty in how important program data is to making decisions, improving curricula, sunseting potential programs/courses and simultaneously expanding into new areas of business courses for the tribal communities, including demographically where programs should expand into different DC cites and campuses. We also have to reconnect with our students, in terms of assessing student needs and incorporating co-curricular activities back into the business programs, like internships, revitalizing the American Indigenous Business Leaders student organization, the business advisor council and more hands-on Navajo Nation partnerships that lead to employment and mentorships.

#### **I. Results of the Site Visit**

Attach/include the Site Visit Day Agenda and the APR Evaluation Team Documents.

#### **J. External Reviewer – Feedback and Response**

Provide details of the external reviewer's feedback. Please summarize the suggestions and recommendations put forth by the External Reviewer.

|  |
|--|
| ***I and J are NOT part of the self-study, but included in the APR Final Report. |
|--|

## REFERENCES

- Business, Applied Science, Economics, and Technology (BASET). (2017, April 12). *Academic Program Review, Diné College, Bachelor of Arts Business Administration.*
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